



Education, Audiovisual & Culture Executive Agency

Lifelong Learning: Erasmus, Jean Monnet

LIFELONG LEARNING PROGRAMME

ERASMUS HIGHER EDUCATION

COMPENDIUM 2007

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MULTILATERAL PROJECTS

CURRICULUM DEVELOPMENT

Study Programmes ECDSP

and

European Modules ECDEM

European Pharmacoinformatics Initiative

133831-LLP-1-2007-1-AT-ERASMUS-ECDSP

In pharmaceutical research, advanced technologies have resulted in data generation on a previously unknown scale. Knowledge management has thus been identified as one of the top priorities in the Innovative Medicines Initiative. EUROPIN brings together six institutions from five European Countries to develop a joint PhD program on Pharmacoinformatics in order to promote training and education of top level scientists in this field. It will provide a platform for training through research focusing on methods and applications used in computational drug design and development.

Core objectives are to promote creativity, competitiveness, employability and entrepreneurial spirit of young scientists. These will be achieved via strong emphasis on cooperation and mobility of students and teaching staff, by use of intensive programmes and workshops with strong participation of experts from Pharmaceutical Companies, and by extensive use of web-based virtual training activities.

Major project outcomes will be a PhD curriculum in Pharmacoinformatics mutually recognised by all partners. Students will earn a pool of expertise by combination of front end qualifications of different research groups. Quality assurance and continuous evaluation by an external advisory board will assure a top level program. Development and continuous enhancement of a comprehensive e-learning platform will allow to distributing and implementing the training activities throughout Europe.

The impact envisaged is creating a pan-European framework for front end teaching and training in the field of Pharmacoinformatics in order to increase the competitiveness and employability of European students and to overcome the current bottlenecks identified in the Innovative Medicines Initiative.

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- UNIVERSITÀ DEGLI STUDI DI PERUGINA – PERUGIA, IT
- POLITECHNIKA GDANSKA – GDANSK, PL

Total eligible budget 236,971€
Grant proposed 171,571€

European Higher Education Management and Development

133973-LLP-1-2007-1-AT-ERASMUS-ECDSP

The EHEMD project is a curriculum development project (article 2.2.1 in the call), but simultaneously aims to promote modernization of Higher Education (article 2.2.2 in the call) and Co-operation between Universities and Enterprises (article 2.2.3 in the call).

Professional management is an important prerequisite to enable the higher education institutions to perceive themselves as autonomous organizations and act entrepreneurially rather than as subordinate to the central government. Professional management will also enable higher education institutions to increase and simplify cooperation with partners such as enterprises. As higher education institutions grow larger and more extensive, and as the tasks demanded of them multiply (“multiversities”), academic administration and management become increasingly complex and the need to provide skilled management and administration personnel becomes more acute. The sustainability of higher education reforms generally, but especially in the new EU candidate countries, will be directly proportionate to the professionalization of higher education management. The EHEMD project covers all these goals with the programme "Master of Science in European Higher Education Management and Development", designed to train professionals in top level higher education management competence. With a special focus on Central, Southern and Eastern Europe (CSEE), the programme aims to provide graduates with the necessary qualifications for leading positions in universities and research organizations. Furthermore, it will promote academic mobility between EU Member States and candidate countries. This study programme addresses challenge specific to the European Higher Education Area and trains “multiplicators” within and for Central, Southern and Eastern Europe (CSEE).

Apart from the main goals listed above, the EHEMD continuing education programme will also promote the LLL approach. The programme will use the experience accumulated by an existing master programme at the Danube University in Krems, Austria and a master and doctorate programme at the University of Bath, UK as well as the regional and thematic expertise of the other partner universities from the CSEE region. The common know-how of the consortium will be adjusted and transformed for the target areas and its specific needs and demands. The new master programme will align with the requirements of the doctorate programme in Business Administration (DBA) for HE management at the University of Bath as well as the LLL doctorate programme (LLL-DP) in cooperation with the University Klagenfurt, University Graz and Danube University Krems and focus that way on the LLL idea from a master to a doctoral programme.

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Total eligible budget 196,390€
Grant proposed 147,291€

Master in Management Administration

133816-LLP-1-2007-1-BE-ERASMUS-ECDSP

Objectives

- To educate students for a very practical "Network Facilitation" role, in response to changes in the nature of Work (Intellectual Capital & Networks), Organisation (Virtual & Team based) and Administration (Electronic / Paperless).
- To provide a continuous higher-level management education, in response to strong student demand (note: 52% of the current Management Assistant students at Plantijnhogeschool have requested to do this MMA for 2007 / 2008).

Main activities

- To provide strong practical training in the Strategic, Human & Technical aspects of: setting up, running and co-ordinating large networks of information based workers, team leaders and project facilitators.

Expected Competences

- Creative Problem Solving & Innovation
- Entrepreneurship & Customer / Client Value
- Workplace & Systems Efficiency and Technical Competencies
- Individual Motivation, Commitment and Stress Reduction
- Lifelong Learning and Continuous Updating

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Total eligible budget 182,266€
Grant proposed 136,700€

European Teacher Education for Primary Schools

134415-LLP-1-2007-1-DK-ERASMUS-ECDSP

The project will bring together teacher education institutions in 6 different countries to analyze, compare and choose best practices in teacher education as a background for developing a teacher education program for primary schools on a European level. The consortium will develop an integrated program leading to a full bachelor degree recognized in the participating countries and building on the idea that the best qualified academic staff in the participating institutions should be used to facilitate the education of the coming teacher regardless of the nationality of the staff.

European citizenship and the idea of Europe as a community in a globalized world are given special attention in the subjects and modules developed as well as in the ethos of the project and therefore also in the outcome of the project. The project strongly supports the fact that in the long run nothing is as integrating and essential for building up a common understanding as education.

Student and staff mobility is supposed to be essential to developing a feeling of European citizenship so the partners must rely on personal contact and first-hand cooperation when developing and implementing the project, a European Teacher Education program. For this reason there will be some meetings in the project so that a common understanding can be developed on the basis of being together face to face.

The consortium is strong because the different partners have worked together in other projects for a long period and are not just brought together in this project. The mutual confidence is based on good experiences between the partners from other contexts.

The project involves quite a few persons from each partner institution so the organisation and management are rather firm, involving highly positioned persons in the partner institutions and a project manager with a strong experience in management of international projects.

The project is very concrete: create a teacher education that can be accredited in as many European countries as possible and enrol the first students in 2009. As a minimum, identify the subjects and the modules that can be recognized by all the participating institutions.

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- HØGSKOLEN I BUSKERUD – HØNEFOSS, NO
- VÄXJÖ UNIVERSITET – VÄXJÖ, SE
- ANADOLU UNIVERSITY – ESKIŞEHİR, TR

Total eligible budget 397,753€

Grant proposed 259,415€

ECMI Masters in Industrial Mathematics

134026-LLP-1-2007-1-ES-ERASMUS-ECDSP

Interaction with industry is being a desirable aim for European studies to contribute to the progress of European industry. Based on a new Model Curriculum oriented to best practical solutions, this project is intended to deliver an innovative set of European Master Programmes in Industrial Mathematics to be implemented through double degree agreements among the participants. The Partners are members of the European Consortium of Mathematics for Industry (ECMI, created in 1987) and the new model is envisaged to be adopted by other members of ECMI.

Industrial Mathematics (IM) is known as a vital resource for R&D and innovation in Europe: Ingenious use of mathematics means competitive edge in design, accelerate test cycles, support systems integration and improvement of production models. Besides, IM is a challenge for the university education and the modern view of mathematics that should be reflected in educational practices. Knowledge in IM is of specialized nature and at present is dispersed in small nodes. Therefore, there is an obvious need for collaboration, knowledge sharing and retrieval from the scattered pockets of expertise.

To meet this challenge ECMI was created, and based on this accumulated experience we are ready for this proposal. The new Model Curriculum and the Master Programmes are meant to harness the pooled special knowledge and to create a joint learning curve for the partner universities. Therefore, this initial network is meant to grow, not only inside ECMI, but throughout the European space, including possibly Turkey.

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- UNIVERSITÀ DEGLI STUDI DI MILANO – MILANO, IT
- LUND UNIVERSITY – LUND, SE
- CHANCELLORS, MASTERS AND SCHOLARS OF THE UNIVERSITY OF OXFORD - OXFORD, UK

Total eligible budget 372,812€
Grant proposed 275,694€

Master on Logistics and Supply Chain Management

134522-LLP-1-2007-1-ES-ERASMUS-ECDSP

The Autonomous University of Barcelona (Spain), the Otto-von-Guericke University of Magdeburg (Germany), the University of Genoa (Italy), the Riga Technical University (Latvia), the University of Linköping (Sweden) and the Montan University of Leoben (Austria) are developing a Joint Degree Master Programme entitled Logistics and Supply Chain Management (LSCM) according to the principles of the Bologna Declaration.

The new envisaged programme has as the main goal the education of professionals able to take decisions in LSCM considering the operational, tactical and strategic aspects in Logistics and Supply Chain management from an integrated perspective by covering the technological, engineering and business related subjects. The main objectives of the project are:

- Definition of an innovative programme, paying special attention to information technologies, able to give the proper answer to the new challenges in a sector which is crucial for company efficiency and competitiveness and, therefore, for European competitiveness.
- Give response to a need in present economy of well-educated professionals in the logistics and supply chain field by identifying the common ground and foundations required to fit the learning skills and competencies expected by the labour market in this sector.
- Give a European dimension to the Master programme. This effort becomes of major relevance since LSCM is essentially the organization and realization of an inter-organizational and, frequently, trans-national flows (of goods, services, and related information). Promotion and intensification of the student and teachers mobility will contribute to provide student with this essential trans-national view.
- Increase the volume of cooperation between higher education institutions and enterprises by setting the proper links and communication channels. Professional sector, bodies and associations will be involved both during the curriculum development (programme advising and quality assessment) and delivery (seminars, real case-study, practicum)

All needed efforts will be done in order to achieve the programme accreditation and to implement the new Joint Master degree after the project ends. The duration of the programme is two-year and 120 ECTS.

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 ▪ RĪGAS TEHNISKĀ UNIVERSITĀTE – RIGA, LV
 ▪ LINKÖPINGS UNIVERSITET – LINKÖPING, SE

Total eligible budget 254,660

Grant proposed 190,995

European Master on Arts, Culture and International Management

134582-LLP-1-2007-1-FI-ERASMUS-ECDSP

The European Joint Master's Degree program that we are aiming to develop will be responding to the needs and the constraints of the current situation and market of Europe. It is aimed towards the Lisbon strategy for the Union to become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion. The EMA degree that will be designed during the 24 month of the project will promote a creative approach to solve the problem of integration and merge of two separate and traditionally remote fields of knowledge like art and culture and business and management. This Master's Program will provide the opportunities for graduates to gain knowledge and education in International Business and International Management as well Arts, Cultural experience and heritage, tourism being seen as a modern link between them. The setup of the consortium reflects the different fields, interests and backgrounds to fulfil the diversity of the MA program, Finland: cultural experience, management and tourism, Greece: cultural heritage, Belgium and Poland: International business & fine arts, France: Human Sciences and Arts; Portugal: Social Sciences and Humanities.

The new curriculum will increase the competitiveness and employability of all the graduates and promote the entrepreneurial spirit among the arts and culture graduates. The job market requirements are high and the need for improved competence is clear, requiring the flexibility and wide spectrum of skills of individuals. Single oriented education is no more meeting the demands of the changing world and the targets of the EU as the knowledge based society. The EMACIM degree programme will also offer the opportunity for international students to meet, establish networks, and learn by experiencing different cultures during the study program. Enrolled students will be taking the different parts of his/her degree in respective faculties/schools depending on the selected major and other subjects. The program will be taught in the English language ensuring the opportunities for students from different countries to access the education equally. The seven consortium partners include a diverse range of EU member states.

This planning project will result in a ready EMACIM degree programme with developed course curricula, contents, material and patterns of on-line and off-line teaching methods and tools. It will also encompass the assessment methods and the certification process. Special emphasis will be placed upon program promotion and awareness rising within the EU countries. The process of the work will be monitored and upheld with the project management activities that will be ongoing during the length of the project period.

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Total eligible budget 386,042€

Grant proposed 279,263€

Multicom

133996-LLP-1-2007-1-FR-ERASMUS-ECDSP

Building on work undertaken in three successive Thematic Network Projects devoted to enhancing the relevance of Higher Education language programmes, this project aims to develop and implement new curricula in the area of multilingual communication for first cycle language students. The new programmes will be designed to help graduates in the arts and humanities sector across Europe broaden their career prospects and to produce the highly skilled multilingual experts needed to operate effectively at the European and international level as both mediators and organisers in industry, local and regional government, NGOs and other international organisations.

On the basis of updated needs analyses and constant dialogue and feedback from practising professionals in the areas concerned, learning outcomes for multilingual professional communication competences will be defined and a curriculum framework developed for the implementation of new first cycle language programmes. Learning materials will be developed in English and in the five other languages of the consortium (French, German, Spanish, Portuguese and Romanian) as well as in the non-European languages taught in several of the project partner institutions, and will be made available via an online resource platform.

The main beneficiaries of the project will be undergraduate entrants to Higher Education in coming years who are already proficient in at least one foreign language and who wish to acquire additional competence in another European or non-European language and in advanced professional communication skills. Mature students with multilingual skills who wish to enhance and validate their professional experience within an academic context will also benefit from the new programmes and resources available.

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Total eligible budget 153,739€
Grant proposed 110,567€

Ideation, Preservation, Presentation of Contemporary Visual Arts

134110-LLP-1-2007-1-IT-ERASMUS-ECDSP

In the European context, from the analysis of the university didactic programme, it emerges the lack of an integrated curriculum focused on the interdisciplinary net connected to the study of technological arts (cinema, video art, video installations and media art) in the contemporary cultures. There is also the absence of professionals able to respond to the demand for innovation currently emerging from the transformation of the art system. The University programme IPPCVA is meant meet the requirements using methodologies aimed at training and specializing high-qualified professionals with innovative skills at cultural mediation for the “complexity” of the contemporary art system as far as both ideation, production organization and exposition aspects and as far as the archiving and the preservation of the works are concerned. The IPPCVA programme aims at providing the participants with the proper theoretical and practical tools and methods for management, tutoring and advice tasks, in the macro fields of ideation, setting up and preservation, to be fulfilled in public or private institutions and organizations devoted to art or interested in investing in the art sector (above all in Media Arts) and in artistic communication. The IPPCVA Programme proposes to train these professionals through the theoretical preparation and the case analysis of the most important Museums and Art Galleries. These professionals will be able to perform as a mediator between artists and art organizations for a more correct preservation, spread, protection and promotion of contemporary visual arts sub specie tecnologica.

The IPPCVA project will be dedicated to the development of a network of institutions (museums, archives, galleries, universities, research centres) as well as a series of innovative teaching products and processes in the field of the conservation, restoration and exhibition of electronic arts. The project will lead to the constitution of a Professional Master Course Joint Degree that will put together the four Universities involved and the other partners of the network.

The project aims to make a series of private enterprises (museums, distributors, galleries, festivals dedicated to contemporary arts) interact with the institutional education centres dedicated to the research in the field of electronic arts, in order to create a common know-how, design a series of innovative educational products and to train a new series of professionals.

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Total eligible budget 231,591€

Grant proposed 173,693€

European Master for European Teacher Training

134348-LLP-1-2007-1-IT-ERASMUS-ECDSP

The most recent reports published by the OECD, UNESCO and the EU highlight the fact that in most European countries, new learning contexts and new labour market needs require a new set of skills and competences. It is no longer sufficient to be an expert in a particular subject matter; teachers also need to be experts in human resources, budget calculation, knowledge managers, learning process facilitators etc, and they require a European and international approach to their expertise and specific knowledge fields. European educational systems and teacher training systems do not adequately meet these requirements because curricula, teaching principles, approaches, mentalities and current methodologies and the results of teaching activities are typically determined by nationally focused policies resulting in widely varying approaches. Despite the participation of the European Union in promoting greater compatibility and comparability of higher education systems, we still do not have comprehensive tools to achieve these goals by fostering changes. In fact, comparatively little has been done to conduct in-depth studies of our initial teacher training systems and to develop an environment able to integrate and update the professional skills of European teachers. The average of the duration of teacher trainees who undergo the Erasmus experience is significantly lower than the six month average duration of Erasmus exchanges. The EMETT project is designed from its very beginning to provide a structured and systematic contribution to the growing need of innovative teacher training as well as professionalisation of the existing teacher workforce by updating their skills and competences and bringing them in line with our society learning, skills and competence needs in the different areas of their professional activities like ICT, and the teacher as a facilitator of student centred learning processes.

The main objectives of EMETT are to ensure a European approach to teacher training and in-service training of qualified teachers with the university consortium that encourages cross-pollination and fertilisation of European educational systems and the exchange of best practices to improve the quality of education and training in this field. In the short term, the project is expected to increase the mobility of larger numbers of students and teaching staff in higher education in the field of teacher training and in-service teacher training and, in the medium term, also in secondary schools. It will promote language learning and increase linguistic diversity and it will contribute to greater transparency and compatibility between higher education institutions and the professional qualifications of teachers and trainers by basing all modules on offer on out-come based and workload based modularised training components which will be developed during the implementation of the project. The successful completion of the course based on 120 ECTS credits will led to the award of a joint degree awarded by the university consortium after the course has been accredited by the relevant authorities according to national regulations. It is intended to introduce a trans-national accreditation procedure in order to enhance the European dimension also in this sensitive field.

The main activities of the project will include:

- analysis of the current teacher training curricula in partner institutions, of the national systems themselves including criteria for recruiting teachers
- development and presentation of a proposal setting European minimum standards for future teachers
- design of a jointly agreed European teacher training curriculum of studies for the joint degree;
- approval of a mutually agreed procedure leading to the framework for the joint degree

- Development of ECTS and output related course components in modularised form based on ECTS
- Development of transnational examination and assessment procedures
- Development of a mechanism for the increase of Erasmus student and staff exchanges by defining course components to be delivered by partner institutions where examples of best practices have been identified
- Establishment and integration of a school network which will be directly linked with the project

At the end of the second year the first students enrolled in the current MSc will start the mobility and follow the training according to the new European curriculum.

We expect the outcomes of the current project to be twofold: first, the creation of a shared and agreed innovative output oriented clearly workload defined curriculum that will contribute to the enhancement of teacher training according to European standards. The joint work of the project and the identification of best practices will also lead to an increase of the quality of teacher training courses evaluated according to European principles. The curriculum will be the result of an initial qualitative analysis of current educational practices in the participating institutions by which institutional best practices will be examined, analysed and tested in view of their effectiveness and exchanged. Second, in the process of developing and implementing the new curricula, methods and the new interdisciplinary course modules implemented, a comprehensive network of schools will become actively involved in multiple stages of observation and action research which will have a positive impact on the creation of a European educational space, having shared content and practices and increased teacher and student mobility. The final product – the awarding of a joint degree after accreditation – will contribute to the visibility of successful co-operative work carried out within a subject area which until now has not been too active nor over enthusiastic in the development, establishment and awarding of joint degrees although especially this area should take a lead role in this respect taking the professional possibilities and challenges of the EU into consideration

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Total eligible budget 436,186€
Grant proposed 300,000€

European Master in System Dynamics

133835-LLP-1-2007-1-NL-ERASMUS-ECDSP

This project refers to the development of a joint European study programme in System Dynamics at the master's level. The target group of this programme is master students who want to gain skills in model based analysis, planning and policy design in complex dynamic domains. System Dynamics has long been recognized as a way to help people to make better decisions when confronted with complex, dynamic systems. With the growing interconnectedness and complexity of society, organisations in the public and private sectors are increasingly confronted with complex, dynamic decision making. At the same time, there is a growing pressure on these organisations to increase efficiency and effectiveness, in order to reduce cost. System Dynamic Modeling can help decision-makers to do ex-ante analysis of complex situations, involves them in building a robust strategy for decision-making by making use of ICT and improves understanding ex-post. This leads to have more chance of success when implementing policy and thus will in the end lead to reduced cost for society. With an increasing pressure on organisations to become more efficient and effective, there is a growing need for human capital possessing specialized skills for studying and managing the complexity as described above. It is our expectation that this project will significantly enhance analysis, planning and policy design in the public and private sectors and in the interaction between the two.

The main objectives of the project are as follows:

- a) To establish a joint European Masters Programme in System Dynamics with particular emphasis on analysis, planning and policy design in complex, dynamic domains by means of computer based modeling and simulation;
- b) To develop a European curriculum in a field that is traditionally dominated by the US, by combining the state-of-the art expertise in System Dynamics and its application of European universities from several countries and diverse cultural environments. Particular attention has been paid on the composition of the consortium, so as to make sure that the master's programme covers the most important topics regarding the theory, methods, techniques, tools and applications of System Dynamics;
- c) To facilitate the mobility of students and staff among the various institutions. It is our aim to, subsequently, extend the network of participating universities.

The main activities of the project include a) the development of a unified European programme at the master's level, b) the joint implementation of the programme and c) dissemination of this programme to the learning constituency. The expected outcomes of the project include a complete, integrated study programme, for which students will be awarded a multiple degree, a catalogue of individual course descriptions, along with the associated course material and ECTS credits awarded, recommended study plans and a programme website.

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Total eligible budget 399,575€

Grant proposed 299,682€

European Masters Programme in Medical Imaging

133841-LLP-1-2007-1-NL-ERASMUS-ECDSP

The EMMI project seeks ERASMUS support for the development of a European Masters programme in Medical Imaging for radiographers and radiological technologists. The project will capitalise on the existing expertise and complementary intellectual and infrastructural capacities of the six partners to produce a sustainable Masters programme, in this important and rapidly changing and developing field of healthcare, employing 270,000 professionals in Europe. By raising their knowledge and skills level, the project wishes to promote high quality practice and to create an opportunity of career development for a workforce more than a quarter of a million strong, delivering modern healthcare imaging in Europe.

Each partner institution has specific expertise in an aspect of diagnostic imaging. Bringing these institutions together will create a European Centre of Excellence in Diagnostic Imaging. This Virtual Centre will offer a flexible blended learning environment to facilitate student access to the latest information about technological developments and application in practice through online and face to face learning opportunities. Graduates from the Masters programme will be eligible for role extension and role development which in turn will enhance their job satisfaction and reduce attrition from the profession.

The steering group led by INHOLLAND will link directly with The Erasmus Thematic Network HENRE (Higher Education Network for Radiography in Europe) to ensure that any second cycle competences developed by HENRE inform the EMMI programme.

Close ties will also be fostered with the well organized International, European and local professional associations of radiographers whose scientific meetings and publications will be used as main platform for the dissemination of the project results.

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 ▪ LONDON SOUTH BANK UNIVERSITY – LONDON, UK
 ▪ ST MARTIN'S COLLEGE – LANCASTER, UK

Total eligible budget 533,475€
Grant proposed 300,000€

Joint Curriculum in Teacher Education

133928-LLP-1-2007-1-NL-ERASMUS-ECDSP

The partners in this project want to establish a Joint Master in Teacher Education (JoMiTE) for secondary education in September 2010. Therefore it is necessary to develop a common curriculum, where students can follow comparable courses at different universities. The aim of the JoCiTE project is to develop this curriculum and these courses. The project focuses on the theoretical teacher education courses. The organisation of teaching practice by student teachers in different countries will be done in another project. These theoretical courses in teacher education and the teaching practice together will be 60 ECTS. Besides courses focused on teacher education, students will also follow 60 ECTS in the subject itself. That is not part of this project.

The first project year will be used to develop the program and most of the courses. The second year will be a pilot year where several student teachers from each partner will do (financed by Erasmus individual mobility program) the courses we will develop. Furthermore in this project year more courses will be developed. The third year will be used for the final pilots and for public relation activities to convince future student teachers to follow the Joint Master in 2010. During these pilots we will evaluate the courses thoroughly to improve these courses and the total curriculum.

From the beginning of the project we will invest time in informing policy makers and managers about our project, because all kind of regulations and political issues with regard to teacher education makes it more complex to establish a joint master then for other domains within universities. By informing them, we hope to get commitment of them which will make it easier to start the joint master in 2010.

Specific attention will be paid to the differences in regulation regarding to teacher education and examination of student teachers and regarding to cultural differences within the different countries. The curriculum and the objectives of the program should fit and respect to these several regulations and cultures.

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- HELSINGIN YLIOPISTO – HELSINKI, FI
- ESZTERHÁZY KÁROLY FŐISKOLA, EGER, HU
- THE UNIVERSITY OF EDINBURGH – EDINBURGH, UK

Total eligible budget 417,777€

Grant proposed 300,000€

European Master in Computer Science

134385-LLP-1-2007-1-PT-ERASMUS-ECDSF

This network of cooperating institutions has successfully developed a European Computer Science (ECS) course delivering a bachelors' degree in 3 years encouraging mobility amongst students at this level. Experience shows that mobility at the masters' level is lower. Because of their high degree of specialization existing masters' courses do not encourage students to pursue part of their studies abroad. We wish to expand the socio-technical infrastructure that we have developed for the bachelors' course to support a similar international masters' level course, suited not only to traditional learning but also as a source of material for lifelong learning.

This project will enable the partners to fully investigate, design and implement a set of provisions that will support graduates, particularly of our collaborative ECS bachelors' course, in following a collaborative, flexible masters' level program that extends their opportunities to experience education, society and culture in a wide range of European countries. The program will also be designed to appeal to non-traditional students who may wish to study on a part-time and/or intermittent basis, in an international framework. We believe that this will encourage lifelong learning across a wide socio-cultural range.

The main outcomes will be:

- A reusable methodology for identifying coherent combinations of course components from a large set of geographically distributed subjects. This methodology will be applied to identify a curriculum or set of curricula for masters' level courses in Computer Science
- A fee structure for collaborative masters' courses that will encourage mobility and minimize the financial disincentives for participation in the courses for both students and institutions
- An updatable and coordinated plan for teacher exchanges which contribute measurably to coherent development of masters' level programs.
- The establishment of a socio-technical infrastructure which promotes and supports student exchanges.

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 - UNIVERSITE PAUL VERLAINE – METZ, FR
 - TURKU UNIVERSITY OF APPLIED SCIENCES – TURKU, FI

Total eligible budget 299,700€

Grant proposed 224,775€

Joint Development of Online Gerontological Master Degree Programme

134498-LLP-1-2007-1-SI-ERASMUS-ECDSP

The background to this project is that demographic changes, technical advances and pressure from professional bodies are forcing nurse educators to rethink how they construct curricula. Demographic changes have profoundly influenced the structure of present and future populations; this is in terms of the number of older people requiring care, the nature of that care, where care can be and is given, and finally, those who give the care. Demands, by older people, for either social care or care during a chronic and/or acute health episode are very likely to escalate. Meeting that demand requires creative thinking as well as an awareness of technological advances and how they might be utilised. In addition to a growing and ageing population demographic changes are also influencing the number of available careers. The challenge of meeting the needs of long term care has been identified, raising the need for more highly educated health care providers. Meeting the diversity of needs indicated in the preceding paragraphs highlights the necessity to facilitate the process of information giving in both the elderly population and in the caring population. The challenge is great but this innovative curricula and the use of technology can facilitate achievable outcomes through quality education.

The project offers a unique opportunity for project participants to consider local, national and international demographic issues and how they are liable to influence a European society. Although the project is initially aimed at the nursing population of caregivers, the curriculum could potentially be attractive to other health care professionals such as social care workers.

The master degree programme will be available as an e-learning course where we will implement following didactic approaches problem based learning, enquiry based learning, seven intelligences, Kolb's learning styles, Scenarios, Intelligent adaptivity. To prepare the e-learning materials we will use the innovative MetaTool which enable the programme creators/developers to prepare adaptive, flexible course materials. As the eLearning platform we will use the open source platform called Moodle extended with MetaTool plug-ins enabling personalization of learning paths for each individual student.

Another innovation is the virtual environment for clinical practice, which will enable the students to train clinical and nursing interventions, nursing diagnosing, and similar at home using the ICT technology and the use of Simulation centre for training emergency and intensive care procedures.

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Total eligible budget 364,593€

Grant proposed 237,933€

European Master of Science in Midwifery

133821-LLP-1-2007-1-UK-ERASMUS-ECDSP

The proposed MSc programme will bring together midwives from throughout Europe to study at an advanced level in their own discipline giving them the opportunity to integrate theory and practice from a wider European perspective. Until now there has been very little opportunity in many European countries for advanced academic studies for midwives, due to the small numbers of potential students in each country. However by bringing together midwives from different backgrounds, the nucleus of students from throughout Europe who form the first cohorts of the proposed programme will develop common goals thereby enhancing midwifery practice in their own countries and contributing to the sustainability of the profession throughout Europe.

The European MSc in Midwifery aims to provide: opportunities for midwives in Europe to access a stimulating academic learning environment based on academic openness and critical appraisal; credits with equal value and transferability to any health care related Master's programme in Europe; opportunities to deepen understanding of European midwifery theory and practice.

The Development of a MSc programme and implementation of first year of this programme will be in keeping with the Declaration of Bologna, International Confederation of Midwives' and World Health Organisation (Europe) standards. Expected outputs are midwives qualified to Master's level in their own discipline who challenge aspects of midwifery practice and policy within Europe; retrieve, organise, synthesise and evaluate evidence as the basis for development and delivery of midwifery throughout Europe; evaluate the role of the midwife in contributing to women's health in participants' own countries and throughout Europe; design, manage and evaluate a research project relating to midwifery through the process of independent study; critically appraise the application of new knowledge and perspectives in maximising an effective European midwifery service. Envisaged impacts are a cohesive approach to midwifery across Europe thus strengthening the profession and improved health status of childbearing women and their families throughout a rapidly changing Europe through midwives who are able to provide culturally appropriate care at an advanced level.

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Total eligible budget 335,476€
Grant proposed 251,607€

European Masters in Drug and Alcohol Studies

133968-LLP-1-2007-1-UK-ERASMUS-ECDSP

The use and misuse of drugs and alcohol has become a major concern for most European governments and has strengthened the call for a European approach as well as national responses to tackling the problems. There has been a considerable expansion of research and data gathering in many countries and European level action plans and strategies have been produced. But there are few opportunities for students and teachers to participate in research and policy outside their own country; comparative European research is an under-developed area and existing master's programmes do not adopt a European perspective as a focus of the subject coverage.

Aim: to develop a high quality European master's programme relevant to the needs of policy makers and practitioners, and of students and researchers working in, associated with, or preparing to enter, the field of alcohol and drug use/ misuse/ addiction.

Objectives: to provide a) core modules and a range of options suited to the target groups, b) opportunities for exchange placements and visits for students and staff; intensive study periods; the development of, and participation in, joint research; participation in e-learning; and to establish procedures and mechanisms to facilitate exchange between staff and students at participating institutions. A longer term objective is to provide a base for additional countries to link into the programme.

The target groups are a range of professionals (e.g. medical, social welfare, criminal justice, policy), students preparing to enter the professions, researchers wanting a higher degree in this subject area.

Outputs: a European Masters programme, a co-ordinated network of colleagues in EU countries, shared web site and e-learning facilities, and structured opportunities to build cross-national, collaborative work for staff and students.

Impact: The masters programme will increase the number of students and staff participating in learning programmes and research with a European focus, increase student mobility, and contribute to greater collaboration in policy and practice responses to substance misuse and addiction.

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Total eligible budget 108,460€
Grant proposed 81,345€

Joint Programme on Accessible Web Design

133818-LLP-1-2007-1-AT-ERASMUS-ECDEM

The main purpose of the project "Joint Programme on Accessible Web Design" ("web_access") is the development of a distance learning module with regard to national diversity at a European level in the field of accessible web design. It will be summed up to a Europe wide unique academic training programme and will itself be designed in an accessible way to enable access by as many people as possible, including people with disabilities. One further goal is the accreditation and implementation of the module at European partner universities. Evidence has shown that there is a growing need for the creation and maintenance of web sites at European and national level which are truly accessible and in conformance with agreed and emerging international standards. This issue also needs to be addressed through more formal education and training. The target groups should be trained in both the requirements for and the techniques to achieve fully accessible websites.

The target groups for the proposed higher education programme are web designers, students/graduates in computer sciences and related fields of study and those who have achieved equivalent knowledge and skills. Among them we would especially like to encourage people with disabilities (PwD) to participate because of both being experts for their own needs and enabling their employability.

The main expected outputs of "web access" are international learning materials which pay regard to national diversity in the field of accessible web design in order to encourage and exceed the state of knowledge concerning this field within Europe. Planned courses (e.g.): basics regarding Assistive Technologies (AT), principles of the Web Accessibility Initiative (WAI), legal basics regarding Accessible Web Design/PwD with a regard to national diversity.

Core objectives are the promotion of quality in education through a transnational transfer of developed materials on accessible web design as well as the exchange and dissemination of materials (ICT-based content, services, pedagogies and practice for LLL) within the partner consortium of Higher Education Institutions.

The impact envisaged is a significant increase in the use and re-use of the underlying educational content across borders for formal education in English and multiple languages and in different educational environments. Moreover, the transnational mobility and flexibility of students within the European Higher Education area will be promoted. In addition, awareness raising regarding accessibility and PwD will take place. Full access of PwD to information and knowledge-based (European) society will be fostered, promoting social and economical inclusion.

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Total eligible budget 336,930€

Grant proposed 252,698€

Virtual Measurement Environment

133844-LLP-1-2007-1-BE-ERASMUS-ECDEM

In higher education as a whole and in the field of science and technology in particular, it is of vital importance to organize up-to-date laboratory practices for the students and to teach them how to acquire new skills and competences, which may involve problem based learning, and the use of the computer in the laboratory as a virtual measurement instrument. Therefore the existing knowledge relating to this matter among the different partner institutions, but also to accelerate the evolution in the laboratory practices at the different locations.

This three-year project of curriculum development (a co-operation with four European institutions of higher education) will focus on:

- (a) the introduction of students to new scientific and technological developments,
- (b) the knowledge of how to build a laboratory measurement system,
- (c) how the outcomes of the measurements need to be properly interpreted, and finally
- (d) how they need to be submitted for validation.

ODL and e-learning not only during all the stages of the learning and assimilating process, but also during the periods of counselling and evaluating the enrolled students.

Thus, this project will basically aim at integrating new knowledge and skills in the curricula of the participating institutions by way of ODL and e-learning.

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Total eligible budget 209,846€
Grant proposed 157,248€

NEiD - New European Identities

133964-LLP-1-2007-1-FI-ERASMUS-ECDEM

The project is developing and testing a 30 ECTS (or equivalent) module in fashion and textile design combining study of folklore and sustainability. The module is addressed to students (around 48 during the project) in BA3 or MA1 phase of their studies. The module aims to give students understanding national/regional material cultural heritage and how it has given rise to the present diversity of European cultures. It focuses on local materials and methods and how they could be developed into sustainable industrial materials and processes. Student projects done during the course will be exhibited to general audience, in a special fashion show and on the net, as examples of how sustainable and culturally sophisticated can also be desirable. The module aims to bring fashion and textile designers into forefront of sustainable design.

Furthermore, the course supports networking between students, teachers and partner institutions. Student and teacher networking are of utmost importance in design as most of the assignments and jobs are sought through networks – increasingly European-wide networks.

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 ▪ STICHTING DESIGN ACADEMY EINDHOVEN – EINDHOVEN,
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Total eligible budget 255,968€
Grant proposed 191,976€

Europea European Entrepreneurship Education

134096-LLP-1-2007-1-RO-ERASMUS-ECDEM

The present project proposes the elaboration and implementation of a module of entrepreneurial education destined for students of bachelor or master level, from the specialties (engineering, IT, physics, chemistry, biology, etc.), within an optional program and also for the graduates of the higher education who wish to gather entrepreneurial knowledge and skills within a continuing education system, in order to start their own business.

The partners in the project are: Petru Maior University of Targu Mures, Romania, University of Miskolc, Hungary, IUT Louis Pasteur – Strasbourg, France, University of Kosice, Slovakia, Fachschule Frankfurt am Main, Germany. All of them are higher education institutions with tradition in the scientific research and promotion of the entrepreneurial phenomenon.

The project intends to create a module of 5 disciplines specialized and, besides those, the course “English for Business”, in order to offer both the internationalization of business and, for the students, the opportunity to defend their exams in English at the partner universities.

The module will be equivalent in ECTS system and reciprocally recognized by all the partner universities. The graduation certificate will have the content and European value, in accordance with the documents signed at Bergen (2005).

The module creates a strong relationship between the universities and the economical environment, as the entrepreneurial education is a dynamic factor of the sustainable development. The new SMEs would be able to sustain the implementation of the innovative knowledge from the academic environment.

The project creates the possibility to develop an educational module, parallel and complementary to the basic professional education. It will lead to the strength of the EU position in the world economy, where the research and the knowledge will represent the main element of an economy based on learning.

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- MISKOLCI EGYETEM – MISKOLC, HU
- TECHNICKÁ UNIVERZITA V KOŠICIACH, EKONOMICKÁ FAKULTA – KOŠICE, SK

Total eligible budget 269,544€

Grant proposed 200,810€

European Clinical Specialisation in Motor Speech Disorders

133920-LLP-1-2007-1-UK-ERASMUS-ECDEM

This project's principal aim is to develop a post-graduate module for motor speech disorders (MSDs) that aims to add an advanced European perspective to one of the essential areas in Speech-Language-Therapy (SLT) treatment. This ECSMSD will be developed and taught by staff from a wide range of European countries, including those from new member states (Czech Republic, Finland, Germany, Great Britain, Italy & Sweden). Two institutions will be involved in administering the joint module each time on a rotational basis, and staff and student mobility will thus play an important part in the teaching of this module.

All staff involved in the project are experts in their field at international level and at the same time are experienced educators in the clinical and theoretical field. They will contribute their expertise to develop this module, which will make use of as many educational aids and resources as possible, including e.g. lectures (face to face and video conferencing), project work, case studies, as well as ICT and distance learning techniques.

The target group for the ECSMSD are post-graduate students who have successfully completed a recognised qualification leading to entry to the SLT profession and gained appropriate experience in their field.

The module will form part of a wider group of clinical specialisation courses currently being developed by the Socrates SLT network. Students will be able to access the course as a free standing module, and / or will be able to collect credits towards a European Masters once sufficient modules have been developed and accredited. The credit rating for this module will be 30 ECTS credits, thus representing a post-graduate certificate level.

A further aim of this project is to provide an outline for a core curriculum for MSDs at undergraduate level. This will be evaluated on a European wide basis with the aim for it to become an international standard that can be accessed by any institution in the EU.

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 ▪ UNIVERSITY OF PADUA – PADOVA, IT
 ▪ UNIVERSITY OF GÖTEBORG – GÖTEBORG, SE
 ▪ KAROLINSKA INSTITUTET – STOCKHOLM, SE
 ▪ NEWCASTLE UNIVERSITY – NEWCASTLE, UK

Total eligible budget 251,484€
Grant proposed 188,613€

***MODERNISATION
OF HIGHER EDUCATION***

Intervention through ARTS Education in Universities, Schools and European Society in General

134376-LLP-1-2007-1-AT-ERASMUS-EMHE

Increasingly globalised and rapidly changing societies where knowledge is ageing at a very fast rate pose major challenges to teaching in schools and universities. Future teachers will need a broad range of key skills in order to have a flexible impact on intercultural conditions in schools. Discrimination of all kinds, fear of foreigners, learning disorders, behavioural problems, addiction, racism and violence are on the rise in the classroom and pose a threat to lifelong learning. ITAE is a global consortium of universities, secondary and primary schools, social institutions and gallery owners that seeks, through arts education, to identify and address problem areas and, through art, to promote intercultural dialogue. Teams consisting of university lecturers, school teachers, trainee teachers, parents, artists and gallery owners at both national and international level will complement each another through expertise in intercultural dialogue and develop teaching methods, projects and aids to support teachers in problematic multicultural classrooms. ITAE seeks to optimise national and international exchanges between universities and schools in order to react more quickly and effectively to changing social conditions, devise strategies for lifelong learning, and prepare trainee teachers to the opportunities of a multicultural society using modernised learning models. ITAE networks schools with partners in the world of science, social institutions and the arts, thereby promoting public relations activities regarding the fostering of intercultural dialogue at national and international level.

Based on sociological field studies, the multinational consortium will devise arts-teaching methods that increase motivation, creativity, self-esteem and tolerance among students, helping actively to combat all forms of discrimination. The students' works will be displayed in national and international galleries. Knowledge from teaching practice will have a direct impact on the development of teaching at universities, thus modernising the range of study and further education courses on offer. The results of multinational cooperation are the exchange, dissemination and provision of educational expertise in the form of a teacher's book entitled "Intervention through arts education" and the organisation of a global ITAE congress. With the results of projects, findings and teaching material, the ITAE website also invites colleagues throughout the world to test and further develop the ITAE arts offensive.

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- REGIONAL CENTER PLEVEN OF THE NATIONAL PEDAGOGIC CENTER – PLEVEN, BG
- BAUHAUS-UNIVERSITÄT WEIMAR – WEIMAR, DE
- PÄDAGOGISCHE HOCHSCHULE HEIDELBERG –

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- SIMAX – BILUND, FI
- APOR VILMOS KATOLIKUS FŐISKOLA – VÁC, HU
- SIAULIAI UNIVERSITY – SIAULIAI, LT
- UNIVERSITY OF KATOWICE – CIESYN, PL
- HIGHSCHOOL RESITA – RESITA GRAS-SEVERIN, RO
- KARLSTADTS UNIVERSITET – KARLSTADT, SE

Total eligible budget 439,266€
Grant proposed 307,926€

BeFlex Plus: Progress on Flexibility in the Bologna Reform

134538-LLP-1-2007-1-BE-ERASMUS-EMHE

University Lifelong Learning (ULLL) has not been high on the agenda in the Bologna process until recently. Universities have been busy implementing the main BMD reform with its associated tools. Our first survey of the 'state of play' in ULLL shows that universities are in general only just beginning to consider how they can use these tools to develop new forms of ULLL and understanding of European initiatives (EQF...) is not clear. Some, but not many, have begun to take advantage of the potential offered by these developments, others plan to do so. There is a need to monitor their progress in order to inform policy / decision makers, to share good practice and to push this process forward.

This project aims to monitor the way in which the flexibility offered by the Bologna reforms and tools are being used to develop ULLL and map progress since the first BeFlex survey in 2006. It will also provide a new focus on the use of the Bologna tools in supporting and promoting regional learning partnerships, identifying different models of collaboration between Universities and other providers and stakeholders for promoting participation and progression into and through ULLL. It will inform the next meeting of the Bologna ministers in Leuven meeting in May 2009. It will also offer training events based on the sharing of best practice and action planning.

The project will produce:

- a) A major review of the development of ULLL and the use made of the Bologna tools since our BeFlex-1 survey in 2006;
- b) Workshops in 5 universities involving key regional actors (other educational providers, enterprises, trade unions, VET providers, NGOs, etc);
- c) A conference to consult policy / decision makers and managers at institutional, regional, national and European level on the interim results of the review,
- d) 4 training events to promote the development of pilot actions through sharing of best practice in regional partnerships,
- e) Dissemination materials including website targeting policy makers, managers, Bologna promoters, ULLL practitioners at European, national and institutional level.

The project will advance the state of the art in the field of ULLL in Europe; increase the use of the Bologna tools in the developing of more accessible and flexible learning opportunities in universities; promote pilot actions in regional learning partnerships; and improve the contribution of the ULLL community to the formulation, development and implementation of LLL policy at European level. In the longer term it will improve the access to and both increase and widen the participation of adults in learning opportunities.

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- HELSINGIN YLIOPISTON KOULUTUS – JA KEHITTÄMISKESKUS PALMENIA – HELSINKI, FI
- UNIVERSITE DES SCIENCES ET TECHNOLOGIES DE LILLE – VILLENEUVE D'ASCQ, FR
- KAUNO TECHNOLOGIJOS UNIVERSITETAS – KAUNAS, LT
- HOGESCHOOL VAN AMSTERDAM – AMSTERDAM, NL
- UNIVERSIDADE DE AVEIRO – AVEIRO, PT
- LUNDS UNIVERSITET – LUND, SE
- LONDON METROPOLITAN UNIVERSITY – LONDON, UK

Total eligible budget 276,585

Grant proposed 206,355

Quality Assurance for the Higher Education Change Agenda

133807-LLP-1-2007-1-BE-ERASMUS-EMHE

Contemporary European society is faced with rapid and constant change processes. Progress towards the Lisbon and Barcelona objectives requires European higher education institutions (HEIs) to respond adequately to change as well as contributing to shaping the development of a knowledge society. In order to accomplish these ambitious goals, it is crucial to promote innovative, well-managed and forward-looking universities and to ensure that their quality assurance (QA) processes are in line with these traits.

The project Quality Assurance for the Higher Education Change Agenda (QAHECA) has been developed by the European University Association (EUA) in order to explore, through a dialogue between HEIs and QA agencies, the question of which external quality processes for teaching and learning in higher education support innovative and creative HEIs that would drive forward the modernisation agenda for universities. The central goal is to develop recommendations for effective and efficient QA frameworks that focus on the institution's capacity to change as a core aspect for a future-oriented approach to HE governance that will allow the European HEIs to advance the Lisbon objectives.

QAHECA will result in a report outlining the major findings of a series of three workshops with representatives of European HEIs and QA agencies on the core objectives outlined above. In addition to a conceptual reflection on the questions raised by the task of developing a future orientation for quality processes, the report will contain operational recommendations for HEIs and QA agencies alike on how to achieve progress towards this ambitious goal. Moreover, the report will analyse the institutional implementation plans of the workshop participants with a view towards identifying examples of good practice from these plans.

It is envisaged that 30 HEIs and QA agencies (the workshop participants) as well as the 4 partners in the consortium (ACQUIN, EUA, HEA and NUI Maynooth) will benefit in the short term from the project outcomes. In the long term, the distribution of printed copies of the report as well as its dissemination through the websites of all involved partners, participants and membership organisations represented on the steering committee (in addition to the above-mentioned this will be ENQA, EURASHE and ESIB) will ensure widespread impact of the project results among the European HE and QA communities, students, employers of graduates, policy makers and HE researchers.

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▪ NATIONAL UNIVERSITY OF IRELAND – MATNOOTH, IE
▪ HIGHER EDUCATION ACADEMY – YORK, UK

Total eligible budget 368,825
Grant proposed 276,618

Third European Quality Assurance Forum 2008

133812-LLP-1-2007-1-BE-ERASMUS-EMHE

The European Quality Assurance Forum, co-organised by EUA, ENQA, EURASHE and ESIB, is a European conference on quality assurance in higher education that brings together the main stakeholders in the field – universities and other higher education institutions, quality assurance agencies and students. The thematic focus of the third forum, which will take place in November 2008, is "New trends in quality assurance" and will concentrate on new and innovative developments in the sector such as learning outcomes and qualifications frameworks and their implications for quality assurance. Furthermore it will include a comparative focus on international quality assurance approaches. The forum will provide a platform for discussion and exchange of experiences among the main stakeholders in quality assurance. This will be achieved by a mix of plenary sessions on the new trends and small workshops and discussion groups for the exchange of good practice examples. Contributions for the forum will be sought through an open call for papers from all stakeholders involved. The results of the forum will be publicised in a forum publication that collects the best keynote speeches and paper contributions.

The main objective of the European Quality Assurance Forum is to bring together the different actors of the European quality assurance community – rectors, academics, quality assurance officials – students and quality assurance agencies – on an annual basis for discussion and exchange on current issues in quality assurance that bridges national boundaries and leads to truly European discussion on quality assurance in higher education and will create a common European understanding of quality assurance through direct communication among different stakeholder groups and across geographical backgrounds.

Co-ordinator ▪ **European University Association, BE**

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 - ESIB (THE NATIONAL UNIONS OF STUDENTS IN EUROPE) – BRUSSELS, BE
 - EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION – HELSINKI, FI

Total eligible budget 295,329€

Grant proposed 221,496€

Equity in Higher Education from a Student Perspective

133937-LLP-1-2007-1-BE-ERASMUS-EMHE

The student body in all European countries excludes a great number of groups in society that have the capabilities to start and complete a degree in higher education. Through experiencing the barriers and/or direct and indirect discrimination, students are the obvious group to claim their place in this debate. Increasing equal opportunities has always been a priority area of the student movement. In the twenty-five years that ESIB "The National Unions of Students" in Europe has existed, a great knowledge library has been developed on this topic. By being active in institutional governance structures, national consultation structures and civil society in general, student unions have a direct influence on the equity and efficiency policies. The project 'equity through e-learning' aims to train student representatives to help and implement policies in order to increase equity and efficiency in their own higher education institutions and countries. Existing and new research on increasing equity in higher education will be disseminated to all levels of student representation, on the national, institutional, faculty and programme levels. The project will also set up a European Student Trainer Network, which train the student representatives and will use an e-learning platform to create an innovative learning experience. The platform will be used as a preparation and as a follow up to the regional trainings in order to help them develop national action plans for equity and efficiency in European higher education systems. The project is managed by ESIB "The National Unions of Students in Europe", in cooperation with its member organisations in Romania, Austria and the Netherlands, all having long-standing experience in training and empowering student representatives. The e-learning platform will be created in collaboration with Scienter and the Menon Network will act as advisor to its development.

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- LANDELIJKE STUDENTEN VAKBOND – UTRECHT, NL
- NATIONAL ALLIANCE OF ROMANIAN STUDENT ORGANISATIONS – BUCHAREST, RO
- STUDENSKA RADA VYSOKYCH SKOL – BRATISLAVA, SK

Total eligible budget 420,671€

Grant proposed 315,503€

European University Quality Management Tools for LLL

133830-LLP-1-2007-1-ES-ERASMUS-EMHE

Lifelong learning has become the key structure of the new “knowledge society”, “network society” or “learning society” defined on the Lisbon strategy. This globalisation process requires a sort of integration or new architectures in the old structures on which the European lifelong learning systems are based. Notorious inefficiencies have been detected in the lifelong learning provision system, fundamentally in Europe. Solving those inefficiencies will be a condition of survival of many of the European Education Institutions. So, this process involves the injection into the higher education lifelong learning services of firm-based techniques for administration, self assessment tools for Total Quality Management (TQM) and measurement of performance at various levels of aggregation and disaggregating.

For this reason Uni-QM aims to “pilot a demonstrating project on creating a lifelong learning quality management system for institutional activities of the European lifelong learning system, which can be used as a base for establishing the bases of a potential Network of Lifelong Learning Quality Management in higher education”. The development and methodology for the lifelong learning quality management system will be based on the excellence model proposed by the European Foundation for Quality Management (EFQM). The project UNI-QM will create a new common model that will fit the necessities of the European Lifelong Learning Institutions (ELLI). The definition of the model will include a set of standard management processes for lifelong learning provision as well as the necessary quantitative and qualitative indicators to promote performance on lifelong learning institutions.

The model will be validated by a pilot test from where we will get direct feedback from end-users. With the input obtained from the pilot test, the model will be tuned up to the reality of different lifelong learning environments. Once the model is ready, it will be developed a set of support tools that will help ELLI to implement the model on their institutions. Some of the tools will be implemented on an open internet platform in order to foster the use of ICT and to facilitate the use of the model. According to the experience of the ELLI on quality management, tools will be customized to the different “levels of maturity”. Target language for the tools will be English considering translation in the near future. In order to valorise project activities and to guarantee project activities sustainability after grant ends, UNI-QM will establish the basis for a potential lifelong learning quality management network. As another key result from UNI-QM, it will be organized the first International conference on quality management in lifelong learning institutions. It is also important to remark that this conference will be organized jointly with the European Foundation for Quality Management conference. It will help to mix people from lifelong learning environments with people from the enterprise environment.

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- IMPERIAL COLLEGE OF SCIENCE, TECHNOLOGY AND MEDICINE (UNIVERSITY OF LONDON) – LONDON, UK

Total eligible budget 513,646€

Grant proposed 380,098€

Employability & Entrepreneurship: Tuning Universities & Enterprises

134334-LLP-1-2007-1-PT-ERASMUS-EMHE

The main purposes of the "Employability & Entrepreneurship: Tuning Universities and Enterprises" project is the modernization of the HEI involving the businesses representatives in the definition, promotion and validation of business and economics graduates' key skills leading to a good fit between society and the labour market needs and academic curricula.

In order to achieve that, we propose the conceptualization, validation and the implementation of Integrated System of Competencies Development (ISCD) for the HEI, aiming at developing and promoting students' employability and entrepreneurship based upon the cooperation between universities and firms.

The ISCD throughout the project has the Skills Profile for the Economics and Businesses' Graduates defined/built upon the information obtained from firms, alumni and other relevant professionals. It is the outcome of the Intervention Plan "Starting Guide, Test (Pilot Experience) and validation" (Final Version Administration) which will lead to the User's Guides, workshops and consultancy/advisory activities for dissemination purposes at European level.

The ISCD is organized into three interrelated parts:

- a) Competencies Assessment Platform- WP1, involving students on the acknowledgement and self-evaluation of the Market-Valued Skills Profile; and
- b) Competencies Development Strategy, which includes:
 - i. a Curricula Developmental Model: the Task Force will design and carry out the Plan for Curricula Action where the main actors are professors who will incorporate target-skills into their curricula and the firms involvement into the learning-teaching processes contributing to the number of activities for competencies development (WP2); and
 - ii. a Coaching Model: tutors and other HEI staff will help students to define and implement the Individual Development Plan which will be the basis for the Digital Portfolio (WP3).

The results of the ISCD are assessed and validated by stakeholders involved in the project at a public demonstration of students' skills (WP4) by a jury constituted by 3 members coming from firms/business, 1 member from the project team and one member from the taskforce team. This is a unique experience to promote and to announce the students' competencies developed during their studies and to value the role of the firms and professionals for student's development and training.

This incorporation of the enterprises into the definition of HEI objectives, curricula and activities, fosters the quality of HEI and enables firms to engage in lifelong learning activities throughout this privileged relationship with the Economics and Management academic field and experts. This close relationship is certainly of great value for competitiveness of SMEs in a Knowledge based Society.

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▪ AUDENCIA NANTES, ÉCOLE DE MANAGEMENT – NANTES, FR
▪ WARSAW SCHOOL OF ECONOMICS – WARSAW, PL
▪ ASSOCIAÇÃO EMPRESARIAL DE PORTUGAL – LEÇA DA PALMEIRA, PT
▪ AURN (ASSOCIAÇÃO DAS UNIVERSIDADES DA REGIÃO NORTE) – PORTO, PT
▪ THE UNIVERSITY OF SALFORD – SALFORD, UK

Total eligible budget 595,826€
Grant proposed 446,870€

Higher Education as a Generator of Strategic Competences

133838-LLP-1-2007-1-SI-ERASMUS-EMHE

In the knowledge-based society the attention of Higher Education (HE) Institutions is increasingly focused on the positions their graduates attain in the world of work and society. This opens up a number of issues. One of the most important is the potential for competence development in HE. It is important to know what competences are needed for successful entry into the labour market, better employability and active citizenship, how these competences are related to characteristics of jobs and firms, to what extent higher education graduates possess these competences, and to what extent HE provides these competences. The most crucial question is how graduates and employers deal with discrepancies between acquired and required competences. Without empirically based data that address most of these issues, any accountable strategy development seems unfeasible.

In the first phase this project seeks to provide empirically based answers to the questions posed above. Secondly, it aims to incorporate relevant findings into recommendations for continuous modernisation strategies and curriculum organisation. Several interrelated activities will be undertaken in order to attain these goals. The project will implement a quantitative survey among graduates (4-5 years after graduation). This large-scale survey will be based on the existing survey of the REFLEX network, which already conducted a comparable survey in 16 other (mainly EU) countries. In addition to the survey among graduates, a complementary evaluation survey will be carried out among employers and representatives from higher education institutions, with emphasis on what employers expect from graduates and HE institutions. The results of the three surveys (graduates, HE institutions and employers) will be the main input for the empirically based development of recommendations for instruments and strategies needed for modernising and organising HE curricula.

This encompasses both general and specific recommendations for the organisation of teaching practices, cooperation with enterprises, integration of research activities, development of instruments for quality assurance and monitoring, development of university career centres,

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▪ HACETTEPE ÜNİVERSİTESİ – ANKARA, TR

Total eligible budget 781,211€
Grant proposed 585,908€

Service and Certification Institute for Liberal Arts & Sciences Colleges in Europe

134353-LLP-1-2007-1-SK-ERASMUS-EMHE

ECOLAS is a non-governmental organization registered in Bratislava, Slovakia. It was established by Samuel Abrahám (BISLA, Bratislava), H. Laurent Boetsch (ECLA, Berlin) and Hans P.M. Adriaansens (Roosevelt Academy, Middelburg). They are also rectors or deans of the first Liberal Arts & Sciences Colleges in Europe. By combining the size of the Oxbridge colleges and adopting a Liberal Arts & Sciences programme, they have succeeded in improving both the quality of the bachelor programmes in their universities as well as the number of successful graduates. They have received many questions for assistance from other European universities, which, as a result of the so-called Bologna agreement, are prepared to build the same type of college. The three colleges have the expertise with respect to programming and organization, but needs the funds to actually assist these universities. The universities themselves, most of them being located in Central and Eastern Europe, have too little financial means to pay for these activities. As mobility and comparability in European higher education is an important policy goal, the consortium ECOLAS hopes that funds will be made available through the LLP.

The objective is (1) establishment of Liberal Arts & Sciences Colleges throughout Europe, (2) the construction of a Liberal Arts & Sciences certificate and (3) a campaign to put the liberal arts programme on the list of accreditation committees throughout the EU member countries. The impact will be the improvement of undergraduate university education throughout Europe.

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 ▪ EUROPEAN COLLEGES OF LIBERAL ARTS AND SCIENCES –
 BERLIN, DE
 ▪ STICHTING ROOSEVELT ACADEMY – MIDDELBURG, NL

Total eligible budget 199,566€
Grant proposed 147,779€

VIRTUAL CAMPUSES

Reviewing (traces of) European Virtual Campuses

133960-LLP-1-2007-1-BE-ERASMUS-EVC

To ensure the success of the in-depth case studies, special care has been taken in the selection of the partnership with respect to Virtual Campus management experience and a vast range of useful contacts with international experts. Partners will employ this expertise and these contacts to the fullest, in order to further validate and compliment the research. Partners will be involved in nearly all work packages in order to facilitate knowledge sharing.

Contacts outside the partnership and external visibility will be established by prominent presence at the two major annual conferences in the field: Online Educa Berlin and the Eden conference.

At the latter stage of the project, Re.ViCa will prepare a global benchmark overview in order to make the most of its non-European campus visits.

As a result, Re.ViCa will:

- Provide an inventory and systematic review of cross-institutional Virtual Campus initiatives that are fully active, have been discontinued or merged with other initiatives or, especially, those that have continued, albeit with a modified structure, within higher education. This review will lead to taxonomy of cross-institutional Virtual Campuses and will be complemented by recommendations for the different groups of stakeholders.
- Stimulate dialogue and share knowledge through the organisation of several discussion sessions at carefully chosen events.
- Identify measures of success, best practices and generic parameters that influence the outcome of a Virtual Campus initiative, which can be used as replicable solutions for the setting-up of a cross-institutional Virtual Campus.
- Contrast its European findings with non-European initiatives and feed the outcomes of this effort into a set of findings that can be used for future European initiatives.
- Compile a manual of guidelines, best practices and recommendations that will be made readily available online and in hard copy.

Re.ViCA aims:

- to make an inventory and to carry out a systematic review of cross-institutional Virtual Campus initiatives of the past decade within higher education at European, national and regional levels;
- to look not only at currently operational Virtual Campuses, but also at the legacy and impact within higher education generally of those Virtual Campus initiatives that have ceased activities;
- to identify relevant parameters and success factors for evaluating and comparing Virtual Campuses, based on thorough research and expert input;
- to organise in-depth discussions at various stages of the project, to incorporate the input of different interest groups: including Virtual Campus management bodies, relevant networks, students, policy makers and a range of experts at a global as well as European level;

- to compare in-depth studies of European cases with selected non-European initiatives in order to refine and draw up parameters and success factors and formulate a set of action points that can be applied to ensure the realisation of successful European Virtual Campus initiatives.

Re.ViCa will conduct its research on Virtual Campuses along a broad range of parameters that will be defined and investigated at the outset. During this desktop research phase, attention will be paid to former initiatives which can be useful for Re.ViCa's study. This desktop research will be validated by the numerous discussion sessions that Re.ViCa will organise with different stakeholder groups throughout the project.

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- FERNUNIVERSITÄT IN HAGEN – HAGEN, DE
- TEKNILLINEN KORKEAKOULU – HELSINKI, FI
- UNIVERSITE LOUIS PASTEUR (STRASBOURG I) – STRASBOURG CEDEX, FR
- UNIVERSITY OF WEST HUNGARY APACZAI CSERE JANOS FACULTY – SZEKESFEHERVAR, HU
- INTERNATIONAL TELEMATIC UNIVERSITY UNINETTUNO – ROME, IT

Total eligible budget 398,718€
Grant proposed 299,038€

Web-based Health Organisations Learning Environment

134301-LLP-1-2007-1-DE-ERASMUS-EVC

Recent developments in the field of innovation in European public health systems, reflected in the initiatives of the European Union and the World Health Organisation, have pinpointed the necessity of fostering cooperation and exchanges across boundaries in the healthcare sector, so as to enhance the quality, access, openness and innovation of healthcare education. Information technologies have already unfolded their potential and have proven to be successful in achieving these objectives, e.g. through the spectacular development of e-health and communities of practices worldwide. However, it is fundamental to federate and further encourage these innovations by providing a virtual meeting point for the multiplication of their impact. The WHOLE web based health organisations learning environment intends to address this need, in a sector in which multiplication of knowledge has a direct impact on societal and economic well-being of Europeans. The overall aim of the WHOLE project is therefore to develop and consolidate a European Virtual Academy of Innovation in Health, which: analyses good practices and investigate transferability and scalability of innovation in public health, promotes sustainable collaboration in public health training across boundaries, involves the primary target groups, i.e. students and healthcare professionals, in a European Master degree for intercultural and societal healthcare studies, fosters the use of ICT for learning, exchange, collaboration in the healthcare sector, multiplies and consolidates dialogue arenas among policy makers, students, researchers, healthcare professionals and citizens. The virtual learning environment to be set up will include learning resources repositories, learners' management facilities, virtual communities and other social software facilities.

The Master degree will be structured in 6 modules, i.e.: health inequalities in Europe, the perspective of an integrated healthcare, strengthening of citizens rights in relation to healthcare institutions and professional caregivers, addressing also cross border healthcare in Europe, health promotion and chronic disease prevention, healthcare coordination and crisis management in catastrophes, migration, healthcare and social services. A scientific quality committee will support project partners in ensuring quality. The main expected results are: the report on "Professional development goals and ICT in the transformation of the healthcare sector", the European virtual academy and Virtual learning environment operational, at least 50 students and healthcare professionals involved in the Master degree for intercultural and societal healthcare studies, the white paper "Towards a European framework for collaboration and innovation in public health".

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- SCIENTER – BOLOGNA, IT
- AGENZIA SANITARIA REGIONALE DEL L'EMILIA-ROMAGNA – BOLOGNA, IT
- UNIVERZA V LJUBLJANI, FILOZOFSKA FAKULTETA – LJUBLJANA, SI
- MALTEPE ANATOLIAN VOCATIONAL HIGH SCHOOL – PERUGIA, TR
- DEPARTMENT OF HEALTH WIDENING PARTICIPATION IN LEARNING STRATEGY – LONDON, UK

Total eligible budget 392,422€

Grant proposed 296,114€

OIKODIMOS: a virtual campus to promote the study of dwelling in contemporary Europe

134370-LLP-1-2007-1-ES-ERASMUS-EVC

The expected outcomes of the project are: an innovative pedagogic methodology integrating on-line activities with the curricula at each partner institution, implemented, tested and validated; critical analysis of e-learning methods and tools applied in architectural education (virtual design studios, repositories of cases of study); educational open resources stemming from the learning activities conforming to standards; innovative housing proposals embracing architectural, urban and environmental scale, developed collaboratively by the participating institutions in conjunction with social and professional organizations; evaluation reports of the methods and tools employed and the results obtained; reports of good and bad practices and recommendations for other partners to join the virtual campus.

The impact envisaged for the project is:

- 1) an increasing awareness of the European dimension of dwelling, not only among academics but also among local authorities, practitioners and operators in the economic sectors;
- 2) promoting citizen participation in housing design and environmental analysis;
- 3) establishing models of good practice for the application of virtual campuses in architectural education, as a result of integrating content, pedagogic methods and ICT in a meaningful, efficient and innovative manner;
- 4) strengthening the links among participating institutions, leading to the creation of shared curricula;
- 5) disseminating the virtual campus methodology and products among higher education institutions, professional bodies and social organisations, in order to promote the consolidation and future growth of the virtual campus; and,
- 6) influencing future policies on education, after demonstrating the validity of the implemented learning model.

Social, technological and economic driving forces are transforming living conditions and housing forms in all European countries in a similar manner. Consequently, as the construction of Europe progresses, the forms of housing and living acquire a distinctive European dimension, transcending cultural differences and local conditions. Also, housing is of primary importance for the quality of life of European citizens. A learning space to study the emerging European dimension of contemporary housing was initiated in the period 2003-2006, with the support of a grant from the Erasmus Intensive programme (please see www.housing21eu.net).

The experience gained with the intensive programmes, has been a motivation to create a new consortium to develop a larger and more structured virtual campus to study dwelling at a European scale. This virtual campus will integrate on-line and off-line learning activities encompassing:

- 1) innovative pedagogic methods, which interweave on-line resources with traditional classroom activities to study housing from a multidisciplinary perspective: seminars and studio projects, digital repositories and case studies, along with joint design workshops, carried out physically and virtually, in a collaborative manner;

- 2) multi-national and multi-professional activities planned in conjunction with community representatives and local authorities, to study the problems of dwelling and to propose solutions; and;
- 3) Bologna compatible courses (ECTS credited) aimed to support the creation of future European Master's programmes, which combine physical and virtual mobility of teachers and students.

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▪ FACULTY OF ARCHITECTURE, SLOVAK UNIVERSITY OF
TECHNOLOGY – BRATISLAVA, SK
▪ KATALISYS LIMITED – PORTSMOUTH, UK

Total eligible budget 399,408€
Grant proposed 299,556€

The European Weblog platform for Mobile Students

134390-LLP-1-2007-1-ES-ERASMUS-EVC

According to the main aim of the Bologna-Process mobile studies within the European Union shall be enabled free of organisational and administrative obstacles until 2010. By 2012 a number of at least 3 million individual participants in student mobility shall be reached. Besides necessity to reduce organisational barriers the number of mobile students in reality will also depend on decisions of individual students to study abroad, or not. These decisions are strongly influenced by personal, motivational and self-related considerations of individuals.

- 1) The main aim of Mobiblog is to provide a new-based bottom-up but well structured and multi-lingual service at the European level for peer-to peer exchange of experiences of individual mobile students in a web long area containing all aspects of mobile studies like motivation, social issues, communication and cultural issues apart from organisational and administrative problems and how students overcame these obstacles and barriers.
- 2) To develop a structured and comprehensive online guide for the target topic this will be connected in both directions by multiple hyperlinks with the web log area.
- 3) To build up a network of universities in Europe to adopt the service developed into their portfolio of services for mobile students, to encourage them to use the Mobiblog service within their portfolio services for mobile students, to replace existing single-institutional and paper-based services and to integrate Mobiblog to existing virtual campuses.

By producing the three main outputs, 1) web log area, 2) online guide, and 3) then network of universities, Mobiblog envisages short-term impact of significantly increasing students' motivation for doing mobile studies in Europe, providing structured top-related information for actors in higher education for using synergies in services for mobile students, rising awareness about the topic, topic-related learning within the participating institutions, providing a model for an adequate use of weblogs and peer-to peer software in general for learning and education. Additional long-term impact is foreseen in contribution to increase of number of participants in students' mobility in Europe, to improve quality in services and tutoring for mobile students and to encourage joined actions among universities in the field of ERASMUS activities

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- LAMBRAKIS FOUNDATION – ATHENS, GR
- AMITIÉ SRL – BOLOGNA, IT
- INSTITUTUL ROMAN DE EDUCATIA A ADULTITOR AL UNIVERSITATII DE VEST – TIMISOARA, RO
- INPAK INSTUT ZA SIMBOLNO ANALIZO IN RAZVOJ INFORMACIJSKIH TEHNOLOGIJ – VELENJE, SI
- THE UNIVERSITY OF READING – READING, UK

Total eligible budget 400,934€

Grant proposed 292,682€

Law and ICT Shared Virtual Campus

133837-LLP-1-2007-1-ES-ERASMUS-EVC

UIT the new economic and trading environments created alter the incorporation of new countries to the common market within the European Union, the harmonisation of legal frameworks for electronic commerce and electronic government is essential. This project will target the following actions and results:

1. Creation of an European Shared Virtual Campus on Law and ICT (Law and Information and Communication Technologies) to provide:
 - A virtual location for debate and European policy making
 - And educational technology platform to offer European-wide graduate and postgraduate level courses and for lifelong learning.
2. Development of an international training programme:
 - An international Degree, Bachelor in ICT and Law
 - An international Degree, Masters in ICT and Law
 - An international Lifelong Learning Programme in ICT and law
3. Identification of good practices in the teaching on ICT and Law
4. Creation of a Europe-wide network of experts in ICT and law to share to knowledge and disseminate the results and experiences.
5. Encourage the mobility of teachers, students and professionals between countries, sharing knowledge about similar and divergent aspects in Law and ICT

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▪ UNIVERSIDAD DE LA LAGUNA – LA LAGUNA, ES
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▪ LAPIN YLIOPISTO – ROVANIEMI, FI
▪ MYKOLO ROMERIO UNIVERSITETAS – VILNIUS, LT
▪ UNIWERSYTET MIKOLAJA KOPERNIKA – TORUN, PL
▪ INSTITUTO POLITÉCNICO DE BEJA – BEJA, PT
▪ FMV ISIK UNIVERSITY – ISTANBUL, TR
▪ QUEEN'S UNIVERSITY BELFAST – BELFAST, UK

Total eligible budget 371,701€
Grant proposed 278,776€

E-learning in Distributed Data Network Laboratory

134608-LLP-1-2007-1-FI-ERASMUS-EVC

The objectives of Edinet are to:

- 1) analyse common pedagogical principles for blended learning (blended learning include several forms of learning tools) based on common understanding as a ground for Curriculum development and implementation;
- 2) promote virtual mobility by implementation of Semi-Virtual Campus (SVC means virtual campus where actually study will be done with the real equipment via network connection);
- 3) enhance Open Education Resources (OER) by sharing, integrating, and mutually improving local resources (including knowledge) and best practices by establishing SVC; and,
- 4) promote the usage of expensive laboratory environment through an innovative blended eLearning system in the field of data network technology.

This SVC experience will encourage intercultural communication between teachers, tutors, mentors, experts, students and researchers. The training modules could be utilised by both students from universities with engineering studies and technical executives from enterprises. The new innovative model of utilising SVC enables utilisation in other technological fields with laboratory environments, too, e.g. in logistics and health care education. Blended learning combines multiple delivery media that are designed to complement each other and promote learning. Blended learning mixes various activities and includes virtual collaboration, web-based courses, face-to-face classrooms, live e-learning and self-based learning.

The main activities will be:

- 1) to generate a common pedagogic framework for international blended learning and research environment;
- 2) to design blended learning modules activities;
- 3) to promote and stimulate international communication, cooperative skills, teamwork, and virtual mobility by means of SVC;
- 4) to establish a system for common use of existing data network laboratories;
- 5) to develop training programmes for teachers and students; and,
- 6) to pilot and test selected training modules, the whole concept and the technical system (platform).

Main outputs of the project will be:

- 1) common pedagogical framework for international blended learning;
- 2) reusable learning modules;
- 3) functional SVC;
- 4) training programmes for teachers and students;
- 5) evaluation of piloting training modules;
- 6) university portal for SVC;
- 7) evaluation reports and presentations published in meetings, conferences etc.; and,
- 8) publicity material including project website.

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- HOCHSCHULE BREMEN – BREMEN, DE
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- WYZSKA SZKOLA HUMANISTYCZNO – EKONOMICZNA W ŁODZI – ŁÓDŹ, PL
- TECHNICKÁ UNIVERZITA V KOSICIACH – KOSICE, SK

Total eligible budget 398,487€

Grant proposed 298,862€

Filière Euro Qualité Logistique des Organisations

134395-LLP-1-2007-1-FR-ERASMUS-EVC

EURO-QLIO is a virtual campus based on the creation of a thematic course consisting of a triple bachelor's and master's degree between France, Romania and Bulgaria.

As a virtual campus, EURO-QLIO is highly unusual in that it is primarily based on the use of ICT tools (a distance study platform and multimedia modules) and involves mixed forms of teaching (distance teaching using a collaborative platform and face-to-face with group sessions). All courses will involve distance tutoring, provided by teams of teachers from the three different countries. The additional training and assessments will be carried out during the group sessions.

The globalisation of degrees is performed via the transposition of the content in the various languages (English, French, Romanian and Bulgarian); the pooling of contacts in industry, from SMEs to the leading global groups; the transfer of tools, know-how and methodology among companies (approval and placing of trainees in companies) and local universities; and becoming part of and establishing links with the socio-economic fabric of the partner countries.

The aim of the EURO-QLIO project is to create a European thematic course for the study of quality, industrial logistics and organisation. Pathways to success in all fields of activity, these disciplines are now essential for companies seeking to improve their performance and competitiveness at European level. EURO-QLIO will train future professionals who are European in outlook and are capable of shaping a company's processes in order to enhance its performance.

Finally, EURO-QLIO will result in a sharp rise in the number of diplomas from partner universities, the increasing development of university/company partnerships, and the development of an area of exchange and transnational cooperation for teachers and students.

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- MACRO & ALEX INSTALATII FRIG – BUCAREST, RO

Total eligible budget 446,733€

Grant proposed 300,000€

Systematization, Valorisation and Dissemination of e-learning Courses in Conservation Science

133943-LLP-1-2007-1-GR-ERASMUS-EVC

The project addresses virtual mobility in the field of material cultural heritage preservation. It will organise specialized second cycle course units on conservation science, as well as seminars aimed at concrete demands on diagnostic or safeguarding problems. It is designed to meet two distinctive and interconnected needs, namely the difficulty of covering all subjects dealing with conservation science and conservation in one institution, and the urge to instruct in-depth remote learners on concrete topics of interest. It is conceived as a virtual campus offering joint curricula in a subject characterized by multidisciplinary in both staff and courses at a quality level difficult to attain in one place; and by a factual need for trans-national and intercultural communication, in order to facilitate the birth of a European common language in problem solving.

The project is based on the concept of the interactive unified virtual classroom in both lecturing and practising laboratory work. The integration of the distance education network is done by using services of asynchronous techniques, in order to enhance the capability of material deriving from synchronous training to be archived and used. Having a multi-way system allows the setting up of a multidimensional e-learning system with remote classrooms using synchronous communication, and very small groups or single learners, who communicate in an asynchronous manner with the remote classrooms. The most important issue in this virtual classroom is establishing interaction among the participants using voice communication. The project is aimed at the creation of a virtual campus providing a framework for regular interactive lectures and thus facilitating the formation of high-level joint courses or degrees in conservation science, while enhancing the creation of a network of scientists active at the boundary of natural sciences and culture.

Furthermore, it will structure a regular well-established training possibility in the subject for adult learners and face questions of linguistic diversity and language learning. Both the educational content of e-courses on conservation science and the teaching models concerning interactive remote lecturing and practising laboratory work will be analyzed, evaluated and codified. Guidelines and model case studies will be provided to the wider community.

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 - UNIVERSITÀ CA' FOSCARI VENEZIA – VENEZIA, IT

Total eligible budget 392,582€
Grant proposed 293,222€

Virtual Campus on Post-master Studies in Architecture

134516-LLP-1-2007-1-GR-ERASMUS-EVC

The eArchi.doc is a Virtual University Campus resulting from the collaboration of 15 Schools of Architecture geographically spread across Europe, offering Post Masters and Doctorate studies in Architecture and belonging to different architectural research cultures. The main objectives of this e-Campus are:

- 1) To educate competent researchers, ready to be successfully involved in the third cycle of studies offered by the partner institutions or any other institution. All schools of architecture worldwide offer education mainly oriented towards competences and skills related to the professional practice of the architect. The lack of specific research competences and skills is a crucial factor for the Post Master and Doctoral studies as it influences directly students' performance, the speed of the development and completion of these studies, the value of the research questions they are able to raise and the quality of their research outcomes. E-Campus offers collaborative e-courses from which students can collect the necessary ECTS credits, which will assure all necessary research competences and skills.
- 2) To develop virtual doctorate committees to supervise doctorates through e-meetings.
- 3) To facilitate researchers in the doctorate programmes from the partner institutions to keep working and collaborating by distance in case they cannot prolong their stay in the city/country of those institutions.
- 4) To define commonly accepted assessment criteria and a qualification framework for doctoral studies.
- 5) To offer through its e-courses the possibility to practising architects to be involved to the contemporary debate about architecture, architectural design and construction and to understand better the new trends and the recent development of the subject.
- 6) To create a media and data library to be used by the students of the e-campus and the practising architects who will visit it.
- 7) To promote and advertise the partners' Post Master and Doctorate programmes, enhancing their presence and attractiveness in the competitive academic milieu worldwide.
- 8) To create a network of researchers graduated from the e-Campus and to open possibilities for further development of the e-Campus activities in the domain of doctorate studies.

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Total eligible budget 397,000€
Grant proposed 290,940€

Virtual campus for SMEs in a multicultural milieu

134350-LLP-1-2007-1-HU-ERASMUS-EVC

The promoter of this proposal carried out a pilot Erasmus project in a trilingual electronic environment to make the first steps towards the objective of elaborating joint diploma on line courses for SMEs. They also invited SME federations in order to ensure the relevance of the SME curricula. The first promising results encourage the two original partners (without the Belgians who withdrew from the team) to complete the consortium with Essex University, well known for its mastery in comparative international SME research, and with Fachhochschule Wismar, which has a rich experience in SME training with ICT support in the Eastern part of Germany, to put forward the following proposal:

All the four institutions have a large student community and also an important target group composed of adult entrepreneurs having interest in Master level courses focused on SME issues. The consortium intends to elaborate a method allowing the development of four equivalent Master diplomas (a joint diploma), nonetheless keeping the local languages for the teaching procedure. A co-developer system by subjects is proposed to be set up and these co-responsible experts – 4 per subject – are supposed to work together in an electronic environment. This experience will also help achieve the other objective: the development of eLearning (actually bLearning) SME Master Curricula in all the four partner institutions. In this virtual joint Master the proportion of the eLearning and face to face elements that is the combination of the delivery modes will be determined subject by subject. This partial electronisation of the curricula will open the access to the trainings for an even larger target group.

Diverse combinations of the already existing Bachelor level modules and the 17 Masters subjects (5 inherited from the previous Erasmus project) open the way to different competency courses needed sometimes more than the degree courses. In such a way the project will produce a Multilingual Virtual University of SMEs.

The curricula of the 17 subjects are expected to have a 4-country comparative character aiming at the facilitation of the international mobility of entrepreneurs who have received this joint Master degree. All the partners will co-operate with SME federations who are expected to provide feedback on the relevance of the curricula. The participants of the 4-member module developer teams will analyse the possibility of deepening their subject with the long term objective of creating doctoral level course focusing on SMEs.

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Total eligible budget 399,943€

Grant proposed 299,955€

History On Line

134051-LLP-1-2007-1-IT-ERASMUS-EVC

Objective:

Promote integration between University history professors, researchers, and students of different European countries involving them in a common effort for the development of an Internet Portal that will become the common point of reference for the innovation of materials and methodologies for history writing, teaching and learning based on the effective use of ICT potential.

The Portal will host training packages, developed on the basis of European best practices in the field, to refer to as a guide for the development of innovative methodologies of history analysis and writing, based on the strict correspondence between history interpretation and availability sources used as a reference and on the on-line cooperative writing of history at transnational level

Activities:

- 1) Facilitate the availability and reproduction of historical sources and interpretative materials (original documents, films, photos, classic text etc.) through their assembly and accessibility through Internet based Data Bases and specifically built-up research engines.
- 2) Develop and experiment with new methods of history writing that exploiting ICT potential in terms of interactivity in order to enhance an autonomous process of understanding historical events and issues for the reader, through the possibility to verify the interpretation of the sources made by the writer, by accessing them directly.
- 3) Develop and experiment with new forms of historical writing enhancing, through multimedia, the construction of a shared interpretation of historical events at European level, experimenting with forms of transnational on-line cooperative historical writing.

Expected Results:

- 1) Availability of a complete collection of sources, didactic materials and specific research and analysis tools for the interpretation and description of history.
- 2) Availability of flexible educational packages focusing on exploitation of multimedia potential in order to link their interpretation of the sources used to reconstruct history events, to the availability of the sources themselves, allowing readers to autonomously form their own personal interpretation of the historical event.
- 3) Creation and testing of an educational package focused on experimenting with a methodology of cooperative online writing of history, in order to enhance a mutual reflection at European level that starting from the different countries perspectives, arrives at the definition of an agreed interpretation of European history.

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- UNIVERSIDAD NACIONAL DE EDUCACIÓN A DISTANCIA (UNED) – MADRID, ES
- GROUPEMENT D'INTERET PUBLIC FORMATION CONTINUE ET INSERTION PROFESSIONALE – STRASBOURG, FR
- TECHNOLOGIKO EKPAIDEFTIKO DIRMA MESSOLOGIOU – MESOLOMGI, GR
- UNIVERSITY OF DEBRECEN – DEBRECEN, HU
- UNIVERSITÀ DI TORINO – TORINO, IT
- PIXEL ASSOCIAZIONE – FLORENCE, IT
- EASY TECHNOLOGIES SRL – ABBIATEGRASSO, IT
- NATIONAL SCHOOL OF POLITICAL STUDIES AND PUBLIC ADMINISTRATION – BUCURESTI, RO
- FATIH UNIVERSITESI – ISTANBUL, TR

Total eligible budget 355,161€

Grant proposed 266,371€

English for Specific Purposes: Therapeutic Professions

134113-LLP-1-2007-1-PL-ERASMUS-EVC

The project has planned to bridge the gap between the needs of therapeutic professionals whose increased mobility on the European labour market demands specific, work-oriented language skills and the lack of relevant educational tools in this field. In order to develop didactical concepts and enable their technical realization, a trans-national Virtual Language Campus in the field of teaching English to therapeutic professionals will be established. Its implementation in a broader curricular and institutional framework is envisaged.

Curricular tools will be developed to provide quality learning opportunities to therapeutic professionals involved in formal education at higher and advanced vocational level, as well as those pursuing non-formal and informal educational paths. To ensure maximum accessibility, educational resources will be integrated into the e-learning platform which will comprise web-based course modules and an open resource centre. The web-based course will consist of the following components:

1. modules to develop general language proficiency in everyday therapeutic situations;
2. modules practice general academic language skills;
3. modules to acquire proficiency for distinct therapeutic professions (physiotherapy, speech therapy, occupational therapy); and,
4. modules for visually impaired massage therapists.

An on-line open resource centre will establish the collaborative learning environment for learners in the wider European context. The services available within this virtual community will include free educational resources, reference materials, forums for exchange of learning/teaching experience and the e-newsletter to consolidate and further disseminate the project's outcomes.

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- HACETTEPE ÜNİVERSİTESİ FİZİK TEDAVİ E REHABILİTASYON YÜKSEKOKULU – ANKARA, TR
- UNIVERSITY OF EDINBURGH – EDINBURGH, UK

Total eligible budget 400,000€
Grant proposed 300,000€

Virtual Campus for Digital Students

134039-LLP-1-2007-1-RO-ERASMUS-EVC

In ViCaDiS (Virtual Campus for Digital Students) a wide range of ODL actors from EU and CEE countries will focus on developing an innovative approach for enhancing international eLearning by moving the strength from the institutional learning environment to the personal learning environment (PLE), which focuses on students. It will also produce an instructional or pedagogical shift inside university eLearning, moving the focus from the educational materials and technology to the user-student, to user-generated content.

The main objective is to build a virtual campus for digital students aimed at providing open educational resources and tools available and accessible for all students and ensuring the interoperability between the different eLearning environments used in the partner universities. The goal of ViCaDiS is to create an attractive environment for all students within the Member States, using already existing tools which will be enhanced with new tools needed by the new generation of students. An innovative multilingual ICT-based environment unique in Europe (as an international virtual campus), it will incorporate several open educational resources (library, glossary, external links, student projects, course activities), open educational tools (wiki, blog, forum, calendar, podcasting, instant messaging communication, audio-video conferencing over IP, RSS, mobile text messaging, mobile accessibility to ViCaDiS) and will promote social networking as an instructional method.

The project work packages are:

- WP1 Developing and testing of the ViCaDiS scenario
- WP2 ViCaDiS tools design and implementation
- WP3 Piloting/testing and evaluation of ViCaDiS
- WP4 Evaluation and elaboration of the Set of Guidelines
- WP5 Exploitation of ViCaDiS
- WP6 Dissemination and Awareness raising of ViCaDiS
- WP7 Project management of ViCaDiS

The main outcomes of the project are:

- open personal learning environment methodology
- ViCaDiS scenarios
- ViCaDiS multilingual virtual campus: on-line environment and mobile environment based on Open Educational Resources
- Multilingual web portal
- Multilingual Set of Guidelines (on paper, CD and on-line)
- ViCaDiS evaluation
- Promotional and multiplication materials

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 - UNIVERSITY OF MISKOLC – MISKOLC, HU
 - UNIVERSITÀ DEGLI STUDI DI PALERMO – PALERMO, IT
 - VISIONI DI CARO ARCH. ERNESTA – PALERMO, IT
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 - BRIDGEMAN SRL – TIMISOARA, RO
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Total eligible budget 365,747€
Grant proposed 274,054€

Ready for Virtual Mobility?

134322-LLP-1-2007-1-SI-ERASMUS-EVC

Are students really ready for virtual mobility? The situation in many EU countries shows that this is not the case. Students do not dare to join a VM course mainly because of two reasons: VM-courses are not yet well-known and students are not entirely sure which skills and competences are required to participate in virtual mobility. Therefore, the need for physical and virtual mobility and internationalization of higher education institutions is very evident in EU countries. The MoreVM project enables learners to benefit most from the virtual mobility experience, to learn how to collaborate effectively and efficiently in a multicultural virtual environment and, through collaboration, develop inter-personal and social competencies. It addresses the needs of two main target groups: potential virtual mobility students and (smaller) colleges/universities. The core objectives are to encourage participation and enhance the efficiency of virtual mobility in higher education, to contribute to the holistic implementation framework of virtual mobility, to address the needs of potential virtual mobility students, to raise awareness about the importance of permanent intensive interactions between provider and partner universities/colleges and to enhance students' performance in virtual mobility.

The MoreVM project will produce 4 main outcomes:

- Pre-virtual mobility support phase (including VM introductory course for potential VM students, VM survival kit and VM preparatory course for VM co-ordinators) which is dedicated to testing, initiation of VM and preparation of two target groups for VM.
- Virtual mobility co-ordinator profile which covers roles, functions and responsibilities of university/college staff in order to provide efficient support for potential virtual mobility students.
- Virtual mobility supervision scheme which will help colleges/universities to exchange information about students' performance in order to prevent drop-outs and increase their performance by using appropriate counselling and motivation techniques.
- Project portal allowing content update by students and participating partners.

Project outcomes which present innovative e-learning concepts will be tested in pilot groups and will also be upgraded. The developed pre-VM course will be available on the project portal. After the termination of the project all EU students will be able to participate in a safe and experimental virtual mobility and to test the environment before deciding to join a virtual mobility course.

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- OPEN UNIVERSITEIT – HEERLEN, NL

Total eligible budget 349,725€

Grant proposed 262,293€

***COOPERATION
BETWEEN
HIGHER EDUCATION
AND
ENTERPRISES***

Good Practices in University - Enterprise Partnerships (GOODUEP)

134298-LLP-1-2007-1-ES-ERASMUS-ECUE

Universities are playing a key role in generating the knowledge, innovation and human capital required to increase European international competitiveness in a knowledge-based economy. In order to tackle the involved challenges, universities require modern approaches towards research, innovation and knowledge transfer. One of the core strategies to increase their performance is university-enterprise partnerships (UEPs).

The variety of UEPs is wide and comprises different types of enterprises, university entities involved and structures and functioning of the partnerships. Due to their complex and mixed structure, which involves different interests and stakeholders, and due to their potential strong impact, UEPs' governance is critical to their success.

The aim of this project is to support European universities in the development of effective and efficient UEP governance structures and practices aligned with their particular strategic plans and responsive to knowledge-based economy requirements. Specifically, the project will: (i) Map different types of UEPs currently developed in European universities; (ii) Develop national reports regarding national policies, funding and general structures, if any, of UEPs in each of the participant countries in the project; (iii) Create a set of indicators to assess and benchmark UEP activities with the objective of offering a managerial tool applicable beyond the scope of this project; (iv) Create an analytical framework for analysing UEP governance; (v) Analyse governance structures and practices in selected cases; (vi) Identify good practices in UEP governance; (vii) Present policy recommendations for European universities, enterprises and other higher education policy makers involved in UEPs.

The project's outputs are designed to achieve two aims: serve in the identification of good practices in UEP governance and serve as policy making and management tools which will be applicable in countries and universities beyond those analysed in the project. The analytical framework set of indicators and identification of good practices on UEP governance, complemented with the dissemination strategy, which includes an international conference, will impact the design, governance and relevance of UEP in European universities by offering useful information and instruments to key actors from universities, enterprises and governments.

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- UNIVERSITEIT TWENTE - ENSCHEDE, NL
- UNIWERSYTET IM ADAMA MICKIEWICZA W POZNANIU - POZNAN, PL
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Total Eligible Budget 397,019€
Grant Proposed 297,764€

Funeral Services Master Business Administration

134373-LLP-1-2007-1-ES-ERASMUS-ECUE

This Funeral Services MBA tries to make it easier for European funeral directors to adapt themselves to a new reality. That fact made almost useless any attempt to innovate or improve methodologies of management. Nowadays, the liberalisation of the sector promotes competition between funeral companies, they must face those challenges under the sign of uncertainty due to the fact that many of these funeral companies are run by families and a great deal of them are small or medium-sized enterprises. Innovation in management strategies, new procedures in European legislation and to be able to deal with changes in cultural and religious communities are the needs of an industry that fights to modernize itself. This training tries to help actively to incorporate the most modern techniques in management in the European funeral domain. The project is addressed to managers that already assume responsibilities in funeral companies but the liberalisation of the sector has plunged them into uncertainty. The proposal tries to inculcate the students that the liberalisation is an opportunity to grow and to strengthen bonds with other funeral associations in Europe, to share the difficulties and the advantages of the new process. That's why team-working is so important in this course. The whole project is conceived also as a tool to channel their proposals, by giving the students a good understanding of the current conditions of funeral services firms and applying the essential techniques of management in fields that are relevant to funeral services firms, creating a breeding ground where ideas can be discussed, studied and applied in the final project not just to get a good score but to apply, finally, in their own companies the knowledge acquired in the classes. The students will be responsible for ensuring they maximise the benefits to be gained from this work experience program.

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▪ CONFEDERATION DES PROFESSIONNELS DU FUNERAIRE ET
DE LA MARBRERIE - PARIS, FR
▪ FEDERAZIONE NAZIONALE IMPRESE ONORANZE FUNEBRI -
BOLOGNA, IT

Total Eligible Budget 399,620€
Grant Proposed 299,619€

Architectural Design and Manufacturing: From the School Lab to the Fabrication Workshop (CONTINUUM)

134540-LLP-1-2007-1-GR-ERASMUS-ECUE

Continuum is a LL Erasmus Multilateral Project that aims at putting together schools of architecture and small to medium-sized enterprises to exchange research results, information, ideas, techniques, methods and expertise in the domain of design-to-manufacturing. A large number of contemporary buildings is generated through parametric design, that is the design of forms with the irreplaceable aid of computer softwares in a continuum to their manufacturing. At the same time technological advances in the genesis of new materials and methods for the fabrication of components creates a natural continuum from the design process of a building to its fabrication.

Despite this evident continuum, in real terms work that is produced as the result of continuous efforts of research at universities and the respective research produced in the building industry is hardly communicated and rarely becomes common knowledge. The two parties involved, universities and enterprises are not in the necessary close contact to promote creativity, innovation and competitiveness in the domain of the creation of contemporary architecture with the use of advanced technology at European level. However, these two parties are complementary in their strengths and weaknesses. Namely, universities possess dedicated researchers with profound academic interest to conduct research but lack the infrastructure to test their ideas, whilst enterprises have the aforementioned infrastructure but cannot exploit it as they lack profound academic research. Moreover, teachers of architectural design always aware of contemporary tendencies in architecture never convey these tendencies to the building industry that tries speculatively and tentatively to adjust and adapt to these needs. Continuum will develop a series of activities such as student workshops to visit small to medium-sized enterprises that work with cutting-edge CAM/CNC techniques to become familiar with their limitations and potentials.

Staff from the enterprises will deliver informative lectures at two levels: the basics to students of the possibilities of their forces, the advanced to researchers and teachers. From the latter further avenues for research and exchange will yield. Student workshops on innovative designs will aim at producing prototypes, the best of which will be 'built' by the enterprises involved. One conference, at the end of the first year of the Programme will sum up the results of the activities of the first year the Programme was ran and activities for the second contractual year will be scheduled. The second meeting will sum up the activities of the entire programme, will evaluate and assess its success, will discuss ways of further dissemination of results and will seek ways of continuing its activities beyond the given LLP framework. Last but not least, a Web Portal will be the platform for exchange of information, dissemination of results of the activities, promotion of components and presentation of techniques and equipment possessed by the enterprises involved, communication of all parties involved, virtual tutorials, videos etc.

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- TP ARQUITECTURA I CONSTRUCCIO TEXTIL 8-10, S.L. – CORNELLA DE TERR, ES
- LES GRANDS ATELIERS DE L'ISLE D'ABEAU – VILLEFONTAINE, FR
- ASSOCIATION "POLE INNOVATIONS CONSTRUCTIVES" - VILLEFONTAINE, FR
- NATIONAL TECHNICAL UNIVERSITY OF ATHENS, SCHOOL OF ARCHITECTURE - ATHENS, GR
- DION A.B.E.T.E. – N. EFKARPIA THESSALONIKI, GR
- UNIVERSITÀ DEGLI STUDI "LA SAPIENZA" DIPARTIMENTO DI ARCHITETTURA - ROMA, IT
- HOCHSCHULE LIECHTENSTEIN - VADUZ, LI
- TU DELFT - DELFT, NL
- BARTLETT SCHOOL OF GRADUATE STUDIES; UNIVERSITY COLLEGE LONDON - LONDON, UK

Total Eligible Budget 396,000€

Grant Proposed 290,314€

Cross-Border Virtual Entrepreneurship (CBVE)

134095-LLP-1-2007-1-NL-ERASMUS-ECUE

Conventional universities have difficulties in effectively responding to the lifelong learning paradigm [COM(2006) 208]. A great number of conventional universities are still in the strategy of educating traditional students in the age category of 18-25. To delineate this development would imply that a vast number of potential (lifelong) learners will not be reached. Demographics and global competition however make the necessity of reaching those learners very clear [COM(2005) 24]. With the number of learners outside the traditional cohorts to increase, the need to act on the development of their skills is of vital interest to the long-term competitiveness of the Union. Open and distance teaching universities are strong in this field. They render years of experience in deploying flexible approaches to reach different categories of learners [EADTU, 2006, 2005, 2004]. Virtual Entrepreneurship Curriculum Embedding (CBVE) is to lever this experience. CBVE is a collaborative action by an established European consortium to urgently address the skills of the lifelong learner in a way that fits the needs of the contemporary learner, not (longer) part of the traditional cohort (including minorities). CBVE is dedicated to serve priority skills of interest: entrepreneurial.

Entrepreneurship is a vital force in the economies of developed countries [Audretsch, 2002]. In this proposal we refer to entrepreneurship as the process of exploiting opportunities that exist in the environment or that are created through innovation in an attempt to create value. It mostly refers to the creation and management of a new business venture by an individual or a team. Entrepreneurship is forwarded high on the agenda of the European Commission [COM(2006) 33]. This is not without reason: Small and Medium-sized Enterprises (SME) in Europe constitute almost 99% of all enterprises and two thirds of all employment i.e., 75 million jobs [EC, 2006]. Entrepreneurship though, is not limited to new business or start-ups alone. It also includes intra-organisational out-of-the-box thinking i.e., innovative intrapreneurship and associated risk taking, properties which contribute to the long-term competitiveness of especially large organisations.

The main objective of CBVE is to enhance the professional skills of students by lifelong open and flexible learning approaches, with a specific focus on the development, extension and expansion of entrepreneurial skills. CBVE is to pilot entrepreneurship as prospective part of the curriculum for students not (longer) part of traditional cohorts. CBVE addresses the training of trainers as well, i.e. the upgrading of entrepreneurial skills of the academic staff involved. CBVE has a clear operational focus on cooperation between higher education institutions and relevant stakeholders in the field: Regional Entrepreneurial Networks, Chambers of Commerce, Investment Banks and other Professional Organisations. This has been acknowledged to be a major lifelong learning priority [EAC/61/2006].

By developing pedagogically-rich learning content and recruiting non-traditional learners, CBVE directly engages the stated target group and offers them a unique opportunity to lever entrepreneurial training. Such learners also benefit from third-party engagement and interaction through stakeholders outside the university, when being confronted with a (critical) assessment on their proposed business ventures. A main benefit for the learner is the value added which is created in his or her portfolio concerning acquired entrepreneurial competence. In the end, the learner is better equipped for successful business start-up, as well as for innovation inside traditional companies. In all, the prospects of (self and/or wage) employability increase.

Besides for learners, CBVE holds an upright institutional benefit for both open and distance teaching universities and for conventional universities. It fills the blank spot for the open and distance teaching universities where traditionally the investments in education, training and (external) networking for entrepreneurship are few. It fills the blank spot for the conventional universities where traditionally no flexible entrepreneurial learning approaches are included for reaching students outside traditional cohorts. In reaching the lifelong learner, conventional universities may especially benefit from transferring pedagogically-rich learning styles, as developed by distance education.

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- UNIWERSYTET MARIII CURIE-SKŁODOWSKIEJ - LUBLIN, PL

Total Eligible Budget 399,451€
Grant Proposed 299,587€

PRomção do EMpreendedorismo e InOvação (PREMIO)

134519-LLP-1-2007-1-PT-ERASMUS-ECUE

In a global economy where there is a high uncertainty on employability and company sustainability, the endeavour to create a new enterprise requires the knowledge and application of the best practices and the mastery of the most advanced enterprise management methods. In this context, it becomes essential to develop entrepreneurs' abilities: a highly specialized and customised training plan is required to prepare the future entrepreneurs for the challenge to manage a business in its different dimensions. Higher Education, where some of the most advanced know-how in the scientific and technical fields exists, could be the ideal environment for nesting highly advanced technological and scientific entrepreneurship. However, this is not the reality and the existing initiatives to develop entrepreneurship in this context, except for some rare exemplary cases, have failed. Mainly due to a relatively low motivation amongst students, teachers and researchers but also due to social, cultural and legal barriers, lack of financial support and institutional recognition and also because most of these initiatives had an overimposing academic component and lacked effective linking to the enterprise world. In order to achieve an effective promotion of entrepreneurship it is thus necessary to link the Universities to the surrounding reality but above all to provide an effective training and mentoring strategy of the entrepreneur during the whole process of launching a company. Thus every entrepreneur must receive training and motivational counselling in the first phase and on enterprise aspects in the second phase, including the efficient use of Information and Communication Technology to be able to compete in the global e-business market. The main objective of the PREMIO (PRIZE) project is to leverage processes of development and individual promotion of entrepreneurs, since the initial phase of the motivation and idea, through the first steps of formation of the company until it has a sustainable existence. These entrepreneurs will be stakeholders from Higher Education, final-year students, professors and researchers that intend to transpose their research work to the market. This objective will be reached by the definition and implementation of a training/mentoring model that departs from personalized sequential workshops subordinated to subjects like Company, Business-plan Creation, Innovation, Financing, Marketing and Copyright, Internationalization and Localization that will support the business ideas of the trainees. Each trainee-entrepreneur will propose a business idea as a result of this stage. The best ideas will receive a prize (PREMIO) that corresponds to the incubation of the company in very favourable conditions of the project partners (Science & Technology Parks). They will also be helped by an individual accompaniment throughout its enterprise forming stage, processed through a collaborative platform with the help of an international pool of experts. This will ensure a very strong impact of the project results and will guarantee the replication of the model.

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- MAIAINOVA ASSOCIAÇÃO PARA A INOVAÇÃO E DESENVOLVIMENTO DO CONCELHO DA MAIA - MAIA, PT
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Total Eligible Budget 410,796€
Grant Proposed 298,282€

NETWORKS

ARTESNET Europe - Thematic Network for Higher Arts Education in Europe

134304-LLP-1-2007-1-BG-ERASMUS-ENW

The creative partnership network 'Artesnet Europe' sees itself as a Europe-wide 'community of practice', connecting practitioners from the creative/cultural sector, teaching staff from art schools, educators, and artistic researchers from almost all EU-countries, Iceland, Norway, and Turkey. The network develops new approaches in learning, teaching and research in the arts in a rapidly changing European context of new employment opportunities for artists in the 'Economy of Culture', knowledge-based society and national/European qualifications networks. It pilots and collects best practice of artistic and creative partnerships between art schools, non-formal education and local communities. It supports online infrastructures/services and sub-networks. The network has organised its work in three strands: creative partnerships, qualifications frameworks, and joint research and Masters' programmes. Artesnet is the successor of the former thematic network inter}artes and continues to act as a reference for the Tuning Educational Structures in Europe Project. Outcomes include 'effective' practices in partnerships between creative enterprise and local communities, a 2010 Yearbook on collaborative artistic research, and a specialized web page promoting the expertise and services offered in the field of quality enhancement, external examining, institutional review and learning outcomes. A major European arts teachers' academy will take place in 2009 in Sofia, Bulgaria. Special activities will also be organised in Turkey. The network contributes to the 2009 European Year of Creativity, Culture and Education. Artesnet Europe is led by the National Academy for Theatre and Film Arts, Bulgaria, in collaboration with the European League of Institutes of the Arts (ELIA) and three major Higher Arts Education institutions: Estonian Academy of Music and Theatre, Tallinn; Institute of Art & Design University of Central England Birmingham; and Utrecht School of the Arts, Netherlands with the active commitment of 61 partner institutions, of which 10 partners representing the professional world (museums, arts organizations, theatres, and local cultural organisations). Arts institutions train highly qualified professionals in advertising, architecture, crafts and designer furniture, cultural heritage, fashion clothing, film, video and other audiovisual production, graphic, industrial and web design, leisure software, live and recorded music, performing arts, restoration, radio, television, and internet broadcasting, visual arts, writing and publishing. Increasingly, higher arts education institutions develop into creative knowledge and innovation centres, connected with local communities.

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 ACADEMIE VOOR SCHONE KUNSTEN – BE
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 ▪ IETM ASBL (RESEAU INTERNATIONAL DES ARTS DU
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- MERZ AKADEMIE HOCHSCHULE FÜR GESTALTUNG STUGGART STAATLICH ANERKANNT FACHHOCHSCHULE – DE
- TANZPLAN DEUTSCHLAND E.V. – DE
- UNIVERSITÄT DER KÜNSTE BERLIN – DE
- EUROPEAN COUNCIL OF ARTISTS – DK
- EESTI MUUSIKA – JA TEATRIAKADEEMIA – EE
- KUMU KUNSTIMUUSEUM (EESTI KUNSTIMUUSEUMI PEAHOONE) – EE
- FACULTAD DE BELLAS ARTES DE CUENCA, UNIVERSIDAD DE CASTILLA-LA MANCHA – ES
- EVTEK MUOTOILUINSTITUUTTI – FI
- FINISH ACADEMY OF FINE ARTS – FI
- ECOLE SUPERIEURE D'ART ET DESIGN DE SAINT-ETIENNE/ CITE DU DESIGN – FR
- ECOLE SUPERIEURE DES BEAUX-ARTS DE TOULOUSE – FR
- ATHENS SCHOOL OF FINE ARTS – GR
- HIGH EDUCATION DRAMA SCHOOL MARY VOGIAGI TRAGA – GR
- SCHOOL OF FINE ARTS OF ARISTOTLE UNIVERSITY – GR
- SZINHAZ- ES FILMMŰVÉSZETI EGYETEM – HU
- NATIONAL COLLEGE OF ART & DESIGN – IE
- SCHOOL OF ART & DESIGN, LIMERICK INSTITUTE OF TECHNOLOGY – IE
- SCHOOL OF ART, DESIGN AND PRINTING, DUBLIN INSTITUTE OF TECHNOLOGY – IE
- LISTAHASKOLI ISLANDS – IS
- LAO SRL LE ARTI ORAFE JEWELLERY SCHOOL – IT
- LIETUVOS MUZIKOS IR TEATRO AKADEMIJA – LT
- LATVIJAS MAKSLAS AKADEMIJA – LV
- FONTYS DANCE ACADEMY – NL
- HANZEHOGESCHOOL GRONINGEN – NL
- STICHTING HOGESCHOOL VOOR DE KUNSTEN UTRECHT – NL
- STICHTING KUNSTENAARS, CULTUUR EN ONDERNEMERSCHAP (KUNSTENAARS & CO) – NL
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- KUNSTHØGSKOLEN I BERGEN – NO
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- FUNDAÇÃO DE SERRALVES – PT
- UNIVERSIDADE CATOLICA PORTUGUESA- CENTRO REGIONAL DO PORTO – PT

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- UNIVERSITATEA NATIONALA DE ARTE DIN BUCURESTI – RO
- GÖTEBORGS UNIVERSITET, KONSTNÄRLIGA FAKULTETEN – SE
- VYSOKA SKOLA MUZICKYCH UMENI V BRATISLAVE – SK
- VYSOKA SKOLA VYTVARNÝCH UMENI V BRATISLAVE – SK
- CANAKKALE ONSEKIZ MART UNIVERSITESI – TR
- CUKUROVA UNIVERSITESI, DEVLET KONSERVATUVARI – TR
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- HACETTEPE UNIVERSITESI GÜZEL SANATLAR FAKÜLTESI – TR
- KARADENIZ TEKNİK UNIVERSITESI, MIMARLIK FAKÜLTESI – TR
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- GOLDSMITHS COLLEGE UNIVERSITY OF LONDON – UK
- NOTTINGHAM TRENT UNIVERSITY, SCHOOL OF ART AND DESIGN – UK
- THE ARTISTS INFORMATION COMPANY – UK
- THE UNIVERSITY OF CENTRAL ENGLAND – UK
- UNIVERSITY OF PORTSMOUTH, PORTSMOUTH SCHOOL OF ART DESIGN AND MEDIA – UK
- UNIVERSITY OF WINCHESTER – UK

Eligible budget 835,954€

Proposed grant 450,000€

ERABEE-TN - Education and Research in Biosystems (or Agricultural and Biological) Engineering in Europe; a Thematic Network

134306-LLP-1-2007-1-GR-ERASMUS-ENW

The main objectives of this Thematic Network is to initiate and contribute to the structural development and the assurance of the quality assessment of the emerging discipline of Biosystems (or equivalent Agricultural and Biological) Engineering in Europe. The need for such development was established by the USAEE Thematic Network, which was concluded with the end of its dissemination year (30.09.2006). To date, very few Biosystems (or Agricultural and Biological) Engineering programs exist in Europe and those that are initiated are at a very primitive stage of development. The innovative and novel goal of ERABEE-TN is that it seeks to promote this critical transition, which requires major restructuring in Europe, exploiting along this direction the outcomes of USAEE-TN. It also aims at enhancing the compatibility among the new programmes of Biosystems (or Agricultural and Biological) Engineering, aid their recognition and accreditation at the European and International level and facilitate greater mobility of skilled personnel, researchers and students. One attractive outcome will be, to attract highly qualified students from third countries to this novel or undergoing major restructuring area of studies.

The outputs of the USAEE-TN provided evidence and identified new areas of the emerging Biosystems (or Agricultural and Biological) Engineering University studies in which coordinated work at European level is urgently needed. Based on these outputs and aimed at the exploitation of the corresponding achievements made by USAEE-TN within the limits of the area of studies in Agricultural Engineering, ERABEE-TN will contribute towards the crucial transition and development of the European dimension in higher education in the broader area of Biosystems (or Agricultural and Biological) Engineering through: Promoting the linkage between Education and Research at all three cycles of studies with emphasis placed on the structure of the 3rd cycle studies in Biosystems (or Agricultural and Biological) Engineering; Enhancing Attractiveness of European programs of studies, in Biosystems Engineering and implementing TUNING; Supporting quality assessment and assurance schemes of European programs of studies, Accreditation of European programs of studies in Biosystems (or Agricultural and Biological) Engineering; Developing Sustainability practices within the Biosystems (or Agricultural and Biological) Engineering area. These objectives are achieved by means of cooperation between Universities as well as synergies and links with other related thematic networks, academic/professional bodies, and private sector, stakeholders and decision makers.

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▪ INTERNATIONAL ASSOCIATION OF STUDENTS IN
AGRICULTURAL AND RELATED SCIENCES - BE

- K.U.LEUVEN - BE
- AGRAREN UNIVERSITET - PLOVDIV - BG
- ANGEL KANCHEV UNIVERSITY OF ROUSSE - BG
- Ceská ZEMEDELSKÁ UNIVERZITA V PRAZE - CZ
- TECHNISCHE UNIVERSITÄT DRESDEN - DE
- UNIVERSITÄT HANNOVER - DE
- UNIVERSITÄT HOHENHEIM - DE
- KOBENHAVNS UNIVERSITET, BIOVIDENSKABELIGE FAKULTET, INSTITUT FOR JORDBRUGSVIDENSKAB - DK
- EESTI MAAÜLIKOOL - EE
- UNIVERSIDAD DE LEON - ES
- UNIVERSIDAD POLITECNICA DE MADRID - ES
- HELSINGIN YLIOPISTO - FI
- BOARD OF EUROPEAN STUDENTS OF TECHNOLOGY - FR
- ECOLE NATIONALE DE FORMATION AGRONOMIQUE – TOULOUSE - FR
- ETABLISSEMENT NATIONAL D'ENSEIGNEMENT SUPERIEUR AGRONOMIQUE DE DIJON - FR
- SZENT ISTVAN EGYETEM - HU
- UNIVERSITY COLLEGE DUBLIN NATIONAL UNIVERSITY OF IRELAND, DUBLIN - IE
- UNIVERSITA DEGLI STUDI DI BARI - IT
- UNIVERSITÀ DI PALERMO - IT
- LIETUVOS ZEMES UKIO UNIVERSITETAS - LT
- LATVIJAS LAUKSAIMNIECIBAS UNIVERSITATE - LV
- UNIVERSITA TA MALTA - MT
- WAGENINGEN UNIVERISTEIT - NL
- UNIVERSITET FOR MILJO-OG BIOVITENSKAP - NO
- AKADEMIA ROLNICZA W KRAKOWIE - PL
- UNIVERSIDADE DE EVORA - PT
- UNIVERSITATEA TEHNICA DIN CLUJ - NAPOCA / FACULTATEA DE MECANICA - RO
- SVERIGES LANTBRUKSUNIVERSITEIT - SE
- UNIVERZA V MARIBORU - SI
- SLOVENSKÁ POL'NOHOSPODÁRSKA UNIVERZITA V NITRE - SK
- EGE ÜNİVERSİTESİ ZİRAAT FAKÜLTESİ - TR
- HARPER ADAMS UNIVERSITY COLLEGE - UK

Eligible budget 600,000€

Proposed grant 449,987€

EUROBIOTECH -European Biotechnology

134310-LLP-1-2007-1-IT-ERASMUS-ENW

The project intends to pursue the objective of Lisbon declaration by developing Biotechnology sector at European level. Its aims are to develop a formation more pertinent to the modern needs of enterprises, to avoid academic constrains by favouring international courses which are capable to attract students from outside Europe. On the other hand we are expecting an increase on employability of young graduates and an implementation of life long training through distance learning .The collaboration with enterprises will favour also the development of research thus implementing the possible innovative aspects of this discipline. It is therefore our intention to cooperate in the three direction of “triangle Education Research and Innovation”. As regards the first we intend to develop new curricula at international level using the model already realised and implementing the existing courses. Tuning methodology will be applied. This will be reached with the help of enterprises which will be essential for preparing material for upgrading formation of workers. The didactic material will be prepared as ODL modules completing the series already prepared by our network. It is our intention to prepare complete course in informatics as well the evaluating tests so permitting to form disadvantaged students at distance. The informatics tests will be used also to evaluate the biology knowledge of secondary school students following the model suggested by chemistry network. Another output will be to enhance the collaboration with enterprises by favouring some research project in the food technology and health sector.

The outputs will be new international curricula design, the expansion outside Europe of the already existing favouring Joint degrees between Universities in different countries. Production of new ODL modules Creation of informatics tests for students of secondary school giving a European diploma in Biology, Creation of test concerning the module already prepared and the new ones. Organisation with enterprises updating courses by using, when it is possible, distance learning system and evaluation. Develop at least two research projects in collaboration with enterprises. Promote an open discussion on the most relevant bioethics problems. Evaluation of the economic and social impact of the Biotechnology through the collaboration of enterprises. The innovative aspects will be i) the creation of an education system which will favour the employability at European level and the attractiveness for other third countries ii)to Implement the cooperation in formation between enterprises and academic world thus favouring the research development . Our work contributes to reaching the aim established in Lisbon and in the following meeting by the E.C.

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 ▪ EUROPEAN MEDICAL ASSOCIATION EMA - BE
 ▪ UNIVERSITY OFF CHEMICAL TECHNOLOGY AND
 METALLURGY - BG

- CHARLES UNIVERSITY IN PRAGUE, FIRST FACULTY OF MEDICINE - CZ
- UNIVERSITÄT BONN - DE
- UNIVERSITÄT MÜNCHEN - DE
- UNIVERSIDAD POLITECNICA DE VALENCIA - ES
- UNIVERSITAT POLITECNICA DE CATALUNYA - ES
- UNIVERSITY OF OULU - FI
- UNIVERSITE CATHOLIQUE DE LILLE - FR
- ARISTOTLE UNIVERSITY OF THESSALONIKI - GR
- FOUNDATION OF RESEARCH AND TECHNOLOGY, HELLAS (FORTH) - GR
- HELLENIC FOUNDATION OF GASTROENTEROLOGY AND NUTRITION - GR
- SEMMELWEIS UNIVERSITY BUDAPEST - HU
- UNIVERSITY OF SZEGED - HU
- TEAGASC CROPS RESEARCH CENTRE OAK PARK CARLOW - IE
- EVE TOPF CENTRE OF EXCELLENCE FOR NEURODEGENERATIVE DISEASES RESEARCH - IL
- CEMIN, CENTER OF EXCELLENCE ON INNOVATIVE NANOSTRUCTURED MATERIALS - IT
- CONSORZIO TUCEP - IT
- ISTITUTO FARMACOTERAPICO ITALIANO SPA - IT
- PRAGMA ENGINEERING S.R.L. - IT
- UNIVERSITA DEGLI STUDI DI CAGLIARI - IT
- UNIVERSITÀ DEGLI STUDI DI PARMA - IT
- UNIVERSITA DEGLI STUDI DI UDINE - IT
- UNIVERSITA DEL SALENTO - IT
- UNIVERSITÀ DI FIRENZE - IT
- UNIVERSITA DI PISA - IT
- UNIVERSITY OF LATVIA - LV
- NOWEGIAN SCHOOL OF VETERINARY - NO
- INTERCOLLEGIATE FACULTY OF BIOTECHNOLOGY UNIVERSITY OF GDANSK - PL
- RZESZOW UNIVERSITY OF TECHNOLOGY - PL
- BLUEPHARMA, INDUSTRIA FARMACÊUTICA, SA - PT
- INSTITUTO POLITÉCNICO DE COIMBRA - PT
- UNIVERSIDADE DE COIMBRA - PT
- UNIVERSITATEA DIN BUCARESTI - RO
- UPPSALA UNIVERSITETET - SE
- UNIVERZA V MARIBORU - SI
- ALPHAMEDICAL A.S, INSTITUTE OF LABORATORY DIAGNOSTICS - SK
- COMENIUS UNIVERSITY IN BRATISLAVA - SK
- MARMARA UNIVERSITY INSTITUTE OF GASTROENTEROLOGY - TR
- GLASGOW CALEDONIAN UNIVERSITY - UK
- KING'S COLLEGE LONDON - UK

Eligible budget 1,596,124€
Proposed grant 450,000€

SENT - The Network of European Studies

134461-LLP-1-2007-1-IT-ERASMUS-ENW

The proposed project is an ambitious, far reaching network about the status of EU studies today, as well as the idea of Europe as it is transmitted by schools, national politicians, media, films, etc. The size of the proposed consortium but, most of all, the quality, the skills, the past experiences and the commitment of its members will ensure the success of our proposal. The results of the proposed work will enable the consortium to make practical suggestions for improvement and produce a large amount of quality output for dissemination. If financed, the Network of European Studies – SENT - will bring together 67 partners from all member states and candidate countries plus a number of associated ones and will further apply for an ERASMUS Mundus network in order to include the many relevant EU studies and scholars that are located in the rest of the world.

SENT's main goal in this first phase will be a mapping of European studies, to understand how EU studies developed in the different disciplines and the different countries, which directions they are now taking etc., in order to get a comprehensive review of the evolution of European studies over the last decades in the different disciplines and countries. We identified 5 disciplines where EU studies have particularly evolved: law, politics, economics, history, social and cultural studies. In other words we felt, as a result of the existing ACUME network, that to the “classic 4 “Jean Monnet” disciplines it would be worth to add a further one, that is social and cultural studies.

The mapping of EU studies should also include a review of the most studied issues in EU studies today, of the main schools, of the most influential journals and books.

Another issue that will receive great attention by SENT will be that of methodologies in teaching: which didactic approaches are most frequently used in teaching EU integration subjects? To what extent innovative and students-involving techniques are employed (ex simulation, PBL etc)? Are ITs and audio visual tools employed? SENT will first undertake a cross discipline and cross country comparative analysis, and then it will organize two workshops aiming at diffusing best practices in teaching methodologies in EU studies.

Another question that will be looked upon is whether we can witness trends towards interdisciplinary approaches in EU studies (consider, for example, the growth of the studies in the fields of Law and Economics and the interaction between history and political sciences) and to transnational approaches (for example as a result of EU-sponsored joint degrees). Within it, the question of core curricula in EU studies shall be given appropriate relevance.

Also, the question of EU studies at school shall be approached: is European integration a subject studied in primary / high schools in Europe? What is the idea of Europe that is transmitted to young people in schools?

Last but not least, SENT shall study the impact of scholarly research on the idea of Europe, if and how it is transmitted by media, films, policy makers, opinion makers. Hence, are EU scholars successful in transmitting their knowledge to policy makers, opinion makers and citizens in general?

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- EUROPEAN POLICY CENTER - BE
- KATHOLIEKE UNIVERSITEIT LEUVEN - BE
- BULGARIAN EUROPEAN COMMUNITY STUDIES ASSOCIATION - BG
- NOV BALGARSKI UNIVERSITET - BG
- PANEPISTIMIO KYPROU - CY
- CESKE VYSOKE UCENI TECHNICKE V PRAZE - CZ
- KATEDRA ZAPADOEVROPSKYCH STUDII FAKULTY SOCIALNICH VED UNIVERSITY KARLOVY - CZ
- MENDELOVA ZEMEDELSKA A LESNICKA UNIVERSITA V BRNE, PROVOZNE EKONOMICKA FAKULTA - CZ
- VYSOKÁ SKOLA EKONOMICKÁ V PRAZE - CZ
- FREIE UNIVERSITÄT BERLIN - DE
- UNIVERSITY OF BREMEN - DE
- ARHUS UNIVERSITET - DK
- COPENHAGEN BUSINESS SCHOOL - DK
- TALLINNA ULIKOOL - EE
- INSTITUT UNIVERSITARI D'ESTUDIS EUROPEUS (IUEE) - ES
- TURUN YLIOPISTO - FI
- INSTITUT D'ETUDES DEMOGRAPHIQUES DE L'UNIVERSITE DE BORDEAUX - FR
- INSTITUT D'ETUDES POLITIQUES DE LILLE - FR
- UNIVERSITE DE PROVENCE - AIX-MARSEILLE I - FR
- ARISTOTLE UNIVERSITY OF THESSALONIKI - GR
- PANTEION PANEPISTIMIO KINONIKON KE POLITEKON EPISTIMON - GR
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- EÖTVÖS LORAND TUDOMANYEGYETEM, JEAN MONNET KIVALOSAGI KÖZPONT - HU
- PECSI TUDOMANYEGYETEM - HU
- SZEGEDI TUDOMÁNYEGYETEM - HU
- UNIVERSITY COLLEGE CORK - IE
- UNIVERSITY OF LIMERICK - IE
- HASKOLINN A BIFRÖST - EVROPUFRAEOASETUR - IS
- ALMA MATER STUDIORUM UNIVERSITÀ DI BOLOGNA - IT
- DIPARTIMENTO DI RICERCHE EUROPEE - IT
- ISTITUTE DI SCIENZE GIURIDICHE UNIVERSITÀ IULM - IT
- LIBERA UNIVERSITÀ DI BOLZANO - FREIE UNIVERSITÄT

- BOZEN - IT
- THE JOHNS HOPKINS UNIVERSITY, SCHOOL OF ADVANCED INTERNATIONAL STUDIES, BOLOGNA CENTER - IT
- UNIVERSITA DI BOLOGNA - IT
- UNIVERSITÀ CATTOLICA DEL SACRO CUORE - MILANO - IT
- UNIVERSITA DEGLI STUDI DI PADOVA - IT
- UNIVERSITÀ DEGLI STUDI DI SIENA - IT
- KAUNO TECHNOLOGIJOS UNIVERSITETAS - LT
- VYTAUTAS DIDZIOJO UNIVERSITETAS - LT
- UNIVERSITÉ DE LUXEMBOURG - LU
- BIZNESA AUGSTSKOLA TURIBA - LV
- LATVIJAS UNIVERSITATE - LV
- RIGA STRADINA UNIVERSITATE - LV
- L-UNIVERSITA TA MALTA - MT
- UNIVERSITEIT MAASTRICHT - NL
- CENTRE FOR EUROPEAN AND ASIAN STUDIES, INSTITUT FOR OFFENTLIGE STYRINGSFORMER, HANDELSHOYSKOEN BI - NO
- PROGRAM FOR EUROPAKUNNSKAP MED FREMMEDSPRAK - NO
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- UNIWERSYTET RZESZOWSKI - PL
- UNIWERSYTET WROCLAWSKI - PL
- UNIVERSIDADE DE COIMBRA - PT
- UNIVERSIDADE DO MINHO - PT
- UNIVERSIDADE DOS AÇORES - PT
- UNIVERSIDADE FERNANDO PESSOA - PT
- UNIVERSITATEA BUCURESTI - RO
- UNIVERSITATEA DIN ORADEA - RO
- LINKÖPINGS UNIVERSITET - SE
- ZNANSTVENO RAZISKO VALNICENTER SLOVENSKA AKADEMOJE ZNANOSTI IN UMETNOSTI (ZRC SAZU) - SI
- UNIVERSITÁ MATEJA BELA V BANSKEJ BYSTRICI - SK
- UNIVERZITA KOMENSKHO V BRATISLAVE - SK
- UNIVERZITA MATEJA BELA V BANSKEJ BYSTRICI - SK
- ANKARA ÜNİVERSİTESİ İLETİŞİM FAKÜLTESİ - TR
- BOGAZICI ÜNİVERSİTESİ AVRUPA ÇALIŞMALARI MERKEZİ - TR
- YASAR ÜNİVERSİTESİ - TR
- UNIVERSITY OF LEEDS - UK

Eligible budget 1,157,917€
Proposed grant 449,862€

EUROPALS - European Pathology Assessment & Learning System

133852-LLP-1-2007-1-NL-ERASMUS-ENW

Pathology is a medical specialty that provides the histological (microscopical) diagnoses in clinical settings. Every diagnosis is made by the pathologist himself after microscopic examination of the cells and tissues that are removed from a patient, and this diagnosis is the golden standard for further decisions on treatment and prognosis. At this moment (and in the foreseeable future) there is no technology that can replace a pathologist. For example, every diagnosis of cancer is made this way. There are approximately 9000 pathologists and 1500 residents (junior doctors) in the EU. Despite the fact that the basis of the profession of pathologists throughout the EU is quite identical, there are significant differences in the quantity and quality of trainings and practice. This is partly due to limited availability in some countries of modern techniques that can be used in the diagnostic process, and partly to the rapid changes in the understanding of the aetiology and pathogenesis of diseases, resulting in new diagnostic approaches. Many practising pathologist lose contact with these developments for several reasons.

The main goal of this Network is to harmonise Pathology training in Europe, and improve mobility opportunities. This is done by defining common end terms for trainees and by providing an easily accessible Assessment and Learning System that can be used as a lifelong continuing education system for pathologists, from the moment that they start their specialist training, until the moment that they retire. The intention is to develop a user friendly system that can be used both for examinations on a European scale and for assessment of individual competences on an anonymous level. The system not only tests, but is interactive in the sense that it explains situations in which a test participant fails. Another property of the system will be that it can provide individuals information about their performances compared to colleagues who are in the same situation (training time, experience as a specialist doctor) as they are. This acts as an incentive for further study. Harmonisation of training can contribute to alleviate shortage of professionals in this specialty, which exists in some countries.

In order to achieve this, the Network will organise the meetings and workgroups to define the common end terms and to develop the Pathology Assessment & Learning System.

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- UNIVERSITEIT GENT - BE
- CENTRE HOSPITALIER UNIVERSITAIRE VAUDOIS - CH
- PALACKY UNIVERSITY - CZ
- UNIVERSZITA KARLOVA V PRAZE - CZ
- MEDIZINISCHE HOCHSCHULE HANNOVER - DE

- UNIVERSITÄT HEIDELBERG - DE
- UNIVERSITÄT LEIPZIG - DE
- UNIVERSITÄT REGENSBURG - DE
- UNIVERSITÄT WÜRZBURG - DE
- UNIVERSITÄTSKLINIKUM SCHLESWIG-HOLSTEIN, CAMPUS LÜBECK - DE
- HOSPITAL UNIVERSITARI ARNAU DE VILANOVA - ES
- UNIVERSIDAD DE NAVARRA - ES
- HELSINGIN YLIOPISTO - FI
- TAMPEREEN YLIOPISTO - FI
- UNIVERSITY OF KUOPIO - FI
- UNIVERSITY OF IOANNINA - GR
- ODJEL ZA PATOLOGIJU I CITOLOGIJU KLINICKE BOLNICE MERKUR - HR
- UNIVERSITY OF ZAGREB - HR
- SEMMELWEIS UNIVERSITY BUDAPEST - HU
- UNIVERSITÀ DEGLI STUDI DI FIRENZE - IT
- UNIVERSITA' DEGLI STUDI DI PALERMO - IT
- UNIVERSITÀ DI PISA - IT
- VALSTYBINIS PATOLOGIJOS CENTRAS - LT
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- ZAKLAD PATOMORFOLOGII CENTRUM MEDYCZNEGO KSZTALCENIA PODYPLOMOWEGO - PL
- HOSPITAL GARCIA DE ORTA - PT
- UNIVERSIDADO DO PORTO - PT
- BARTS AND THE LONDON NHS TRUST - UK
- NOTTINGHAM UNIVERSITY HOSPITALS NHS TRUST AND TRENT POSTGRADUATE DEANERY - UK
- ROYAL COLLEGE OF PATHOLOGISTS - UK
- SHEFFIELD UNIVERSITY MEDICAL SCHOOL - UK
- ST MARY'S NHS TRUST - UK
- THE UNIVERSITY OF MANCHESTER - UK
- UNIVERSITY OF BRISTOL - UK

Eligible budget 599,622€
Proposed grant 449,717€

EUE-Net - European University – Enterprise Network

134546-LLP-1-2007-1-RO-ERASMUS-ENW

EUE-Net – European University-Enterprise Cooperation - is an initiative to create a European Network able to assemble and to coordinate the efforts towards a better cooperation between universities and enterprises at European level, to disseminate the cooperation models and to promote best practice in Europe.

The target groups of the project are graduates, students and learners in European universities, academic and research staff in European higher education institutions, university leadership, university stakeholders, but also entrepreneurs, professional staff from enterprises, managers and policy makers etc.

The partnership of this project was carefully designed starting from the previous partnership of EUI-Net that was filtered from passive partners and enriched with very active Universities, enterprise associations and enterprises to cover the Erasmus countries and secure the achievement of the project objectives.

The project has the following objectives:

- Increasing the presence of the entrepreneurs within the University activities by design, experiment and promotion of appropriate innovative mobility schemes involving entrepreneurs
- Tuning Entrepreneurship - Defining generic entrepreneurial skills for the students and best profile of teachers in order to enhance the entrepreneurial approach within the University Sector.
- Enhancing the Quality of practical placements of students, by development of a quality standard for quality of practical placement in enterprises
- Development and networking at European level the University entities having as natural vocation the link between University and Enterprise: Network of Career Development Offices.

Following these goals the project workplan is structured on 4 technical workpackages and three horizontal workpackages for dissemination and exploitation, Network sustainability and management.

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- DAEDALUS PLIROFORIKI MON. EPE - GR
- T.E.I. PEIREA-GRAFEIO DIASINDESIS - GR
- TEXNOLOGIKO EKPAUDEUTIKO IDRIMA KRITIS - GR
- BUDAPESTI CORVINUS EGYETEM - HU
- GALWAY MAYO INSTITUTE OF TECHNOLOGY - IE
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- CENTAURUS SRL - IT
- CONSULMARC SVILUPPO S.R.L. - IT
- LABORATORIO DELLE IDEE SRL - IT
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- VISUS OTTICA DI ELENA PELLASCHIAR - IT
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- KAUNO TECHNOLOGIJOS UNIVERSITETAS - LT
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- UNIVERSIDADE DO ALGARVE - PT
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- SWEDISH TELEPEDAGOGIC KNOWLEDGE CENTER - SE
- UNIVERZA V LJUBLJANI - SI
- TECHNICKA UNIVERZITA VO ZVOLENE - SK
- ODAGEM OSTIM ORTAK ARASTIRMA VE GELISTIRME
MERKEZI ANONIM SIRKETI - TR
- STAFFORDSHIRE UNIVERSITY - UK

Eligible budget 600,000€

Proposed grant 449,987€

POLIFONIA - Erasmus Network for Music

134605-LLP-1-2007-1-SE-ERASMUS-ENW

Music is a discipline with several special features that distinguish music from other subject areas in higher education. Until recently, the European dimension of the Higher Music Education sector was limited, with low levels of participation in European cooperation schemes and a lack of expertise on important European developments in higher education, such as the Bologna Process. With the aim to address this situation, music entered the ERASMUS Network system as an individual discipline for the first time in 2004 with the 'Polifonia' Network.

This second cycle of 'Polifonia' builds on many successful outcomes of the first period, but also explores new issues in the following 3 strands:

1. The 'EHEA' Strand will see activities that aim at the implementation, monitoring and further development of tools and approaches in relation to recognition, comparability and quality assurance, such as the use of subject-specific competences for the 1st, 2nd and 3rd study cycles based on the 'Tuning' methodology, an assessment of the current use of ECTS and the Diploma Supplement, and the implementation and further development of a unique European-level subject-specific approach to quality assurance and accreditation.
2. The 'Lisbon' Strand will see activities addressing issues related to the 'Education & Training 2010' Agenda of the Lisbon Strategy, such as improving institutional governance through the continuing professional development of management staff in higher music education institutions, strengthening links to the music profession through an active participation of representative professional organisations, studying benefits a closer synergy between education and culture would bring to the development of creative skills as a transferable skill in the wider employment market and to social cohesion in society at large, and addressing issues on access to higher music education.
3. The 'Research' Strand will study the role of research in higher music education and its contribution to the quality of teaching and learning. Results of institutional research activities will be collected and disseminated, and used for continuing professional development activities for teachers and professors in higher music education institutions.

'Polifonia' will have a strong impact on the music sector in Europe through a busy programme of activities, such as working group meetings, site visits by 'Tuning counsellors' and evaluation experts, seminars and conference presentations. Information and publications printed as well as on-line, will be disseminated to a wide range of target groups with the assistance of several European-level representative organisations.

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- RYTMISK MUSIKKONSERVATORIUM - DK
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- CONSERVATOIRE DE MUSIQUE - LU

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- STICHTING DE KAMERVRAAG - NL
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- UCE BIRMINGHAM CONSERVATOIRE - UK

Eligible budget 694,540€

Proposed grant 449,840€

LANQUA - Language Network for Quality Assurance

134307-LLP-1-2007-1-UK-ERASMUS-ENW

The area of languages is a major strategic concern for the future of Europe. This network will address five key aspects. (1) Intercultural communication as the ability to navigate different cultures within the global knowledge economy. (2) Education of language teachers. (3) Content and language integrated learning (CLIL) in European higher education. (4) Learning about the literature and culture of other countries through the source language as a valuable means of improving both linguistic and cultural competence. (5) Language learning. The project aims to produce a European quality benchmark to enable institutions and stakeholders to assure and enhance the quality of provision in these areas of higher education. It will bring together representatives of European member states, candidate and EEA countries to reflect on learning outcomes required, to share good practice and innovation to achieve these outcomes, and to work towards a common European statement. To this end, LANQUA will produce a reference document, a series of relevant case studies and a set of recommendations on how the quality of provision can be assured and improved at institutional, national and European levels. Bringing together over 60 European partners in a process of collective reflection will in itself have immediate benefits for teaching and learning quality. The wider dissemination of the project's outcomes will inform the development of quality assurance and quality enhancement across the European Higher Education Area, and will provide a benchmark of value to stakeholders, including employers and policy makers.

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- UNIVERSIDAD DE ZARAGOZA - ES
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- DUBLIN CITY UNIVERSITY - IE
- THE NATIONAL UNIVERSITY OF IRELAND, GALWAY - IE
- WATERFORD INSTITUTE OF TECHNOLOGY - IE
- HÁSKÓLI ISLANDS - IS
- EUROPEAN UNIVERSITY INSTITUTE - IT
- UNIVERSITÀ CATTOLICA DEL SACRO CUORE - MILANO -
IT
- UNIVERSITA DEGLI STUDI DI FIRENZE - IT
- UNIVERSITA DEGLI STUDI DI TORINO - IT
- UNIVERSITÀ DEGLI STUDI DI TRENTO - IT
- VILNIAUS UNIVERSITETAS - LT
- EUROPEAN UNIVERSITY FOUNDATION - LU
- UNIVERSITE DU LUXEMBOURG - LU
- VALODU MACIBU CENTRS - LV
- LATVIJAS UNIVERSITATE - LV
- DEPARTEMENT OF FURTHER STUDIES AND ADULT
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- INSTITUUT VOOR DE LERARENOPLEIDING
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- LANCASTER UNIVERSITY - UK
- UNIVERSITY OF ULSTER - UK

Eligible budget 856,239€
Proposed grant 450,000€

ACCOMPANYING MEASURES

Lifelong Learning and Universities in Practice

135214-LLP-1-2007-1-BE-ERASMUS-EAM

The project Lifelong learning and universities in practice (LLLUP) has been developed by the European University Association (EUA) in order to explore the evolution of Master degrees in the context of the universities' contribution to lifelong learning. The project will examine how universities are adjusting to new societal challenges, with the central goals of:

gauging how universities are adjusting to lifelong learning, especially through their Master programmes;

stimulating institutional and national discussion of key challenges in developing Master degrees and on universities' contribution to lifelong learning;

identifying issues which require particular attention;

providing reliable information on universities contribution to lifelong learning to institutions, social partners, governments and other interested parties.

Currently there is little existing information on Master degrees in Europe and on universities role in lifelong learning. The Trends V report shows however, that there are a wide range of different attitudes towards the development of the Master degree throughout Europe. The final LLLUP report therefore aims to become a solid reference point of reliable information at European level. The report is thus likely to change the mindset of relevant players and partners, hopefully inspiring universities to change and to become more competitive by adjusting themselves to new societal demands.

LLLUP is divided into 4 phases. The first part of the project is a general survey of master programmes which will be aimed at all EUA members and will assess the current state of the art. This will be followed up in two ways: in depth master degrees and lifelong learning adjustments will be studied at specifically selected universities and particular faculties/departments/disciplines according to fields of study as classified by the European Research Council (ERC); following analysis of these results, site visits will be undertaken at chosen universities to further investigate the results.

A printed copy of the final report will be published by EUA and distributed to its members and partners (4000 copies). In addition, the report will be permanently available on the EUA website and will be disseminated through the EUA electronic newsletter (6000 subscriptions). The report will be made available to all other HE partners on all levels.

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Partners: N/A

Total eligible budget 199,767€

Grant proposed 149,824€

Beyond 2010 - Priorities and challenges for higher education in the next decade

135405-LLP-1-2007-1-BE-ERASMUS-EAM

2010 is an important date on the European calendar. In education policy terms, it marks the first decade of advancement on the European Lisbon goals, and is a significant benchmark for both the Education and Training 2010 agenda and the Bologna Process. However, many of the goals of these processes will not be wholly accomplished across Europe by 2010, despite the ambitions. There is a clear – and urgent – need to both reflect upon and analyze the future perspective of university modernization and vivify a debate on certain goals that may be less tangible, less easily benchmarked, and more challenging in the years up to 2010 and beyond. This project, as an accompanying measure to promote the Erasmus projects and their inherent link to the overall lifelong learning programme priorities, will address these far-looking questions with the aim of bringing attention to and analysing goals that are more difficult to quantify and implement. The project team will ultimately formulate clear recommendations on policy priorities on these issues for the next decade.

Support for policy development is best achieved by a substantive conflation of comparative research, structured reflection, and communication and information dissemination between multiple layers of actors. As opposed to simply focusing on one aspect of this equation, this project intends to provide a multifaceted, analytically sequential approach to the Lifelong Learning project topic at hand. The main concrete outputs of the project are threefold: 1) three policy focused concept papers (on access and alternative learning paths; financing of HE institutions; and student and staff mobility), 2) an international conference for 250 people on the same themes, and 3) a publication comprised of the concept papers and a selection of articles based on the conference presentations in the ACA Series on International Cooperation in Education. The project is expected to have a strong impact first of all on the participants of the conference (approx. 250), who will be invited to learn about the current status of higher education reform and good practice examples in the mentioned three areas, and to participate actively by providing feedback on the concept papers. Through the publication, the long-term impact will be widened to potentially hundreds of others. Proactively dispersing the results to high level national and international education policy makers, the project could will hopefully influence discussions and policies in both national and in the European contexts, and thus have an impact on innumerable individuals.

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Partners: N/A

Total eligible budget 220,761€
Grant proposed 127,886€

Let's Go ! A project Making Mobility a Reality for All Students and Staff

135750-LLP-1-2007-1-BE-ERASMUS-EAM

Summary

Mobility for all staff and students is far from being a reality. Potentially, mobility can provide a strong impetus for higher quality education, by bringing together more students and staff from different backgrounds in the classroom. Also, the goal of building a European identity cannot be achieved if only a small elite is benefiting from multicultural learning and development. For these reasons, it is all the more surprising to see that while European initiatives to increase mobility have been plentiful, the obstacles to student and staff mobility are still not removed. One of the main reasons identified is that while the higher education community is aware of different problems, action is required from (governmental) institutions dealing with immigration, employability and social security. The results of successful projects carried out by EI and ESIB surrounding mobility therefore need to be communicated to a wider public. Solutions to increase mobility such as less bureaucratic visa regulations, increased availability of work permits, portability of social rights, increased trust in recognition procedures, etcetera need to be stepped up. EI and ESIB will therefore organise a campaign (in both eligible and non-eligible Bologna Process countries, the latter at EI and ESIB's own expense) which promotes mobility of students and staff to provide momentum for change. A campaign starting in November 2007 and ending in October 2008 would be most effective to achieve this goal. The campaign will provide information on the benefits of mobility as well as push for the removal of barriers to mobility.

The project activities will comprise:

Campaign materials and national campaigns carried out jointly by teacher and student unions.
An interactive wiki-style-website in which students and staff can exchange knowledge on mobility and share good and bad practices.

A mobility barometer, measuring the progress on mobility (via the use of questionnaires).

A validation conference in France finalising the campaign.

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Partners: ▪ ESBI–THE NATIONAL UNIONS OF STUDENTS IN EUROPE, BE

Total eligible budget 225,244€
Grant proposed 139,899€

Dissemination of TREE Thematic Network Results (Teaching and Research in Engineering in Europe)

135740-LLP-1-2007-1-IT-ERASMUS-EAM

Contributing to the development and the enrichment of the European dimension in Engineering Education (EE) constituted the global goal of the TREE1 - Teaching and research in Engineering in Europe, a Thematic network active in the period 2004-2007 (a more comprehensive description of the TREE TN project (in particular the programme of its 4 Activity Lines can be found in <http://www.unifi.it/tree>).

In this particular moment of the life of TREE, which is rapidly approaching its end, all the results are being finalised and massive amount of information will be soon available for all the partners of the project (some 100 higher education institutions and Associations), mainly through a comprehensive publication and an already operational web site.

This premise constitutes the starting point for this proposal: a new project called TREE-diss with the aim of disseminating the outcomes of the TREE Thematic Network, which will risk not to be exploited as expected.

It is foreseen that such dissemination will be a powerful tool to touch issues that contribute, among others, to enhance the European dimension of engineering education, to improve strategies for a better cooperation between higher education and enterprises and to focus the attention on the "knowledge triangle" of education, research and innovation.

The very heart of dissemination will be constituted by four regional conferences, open to the large public of European Higher Education Professionals, students and stakeholders. During each one of these events a general part will be devoted to the presentation of TREE as whole and specialised parts will be targeted to the work of the relevant activities. This will be the mean to spread TREE results all around Europe, also in places geographically less represented inside the Network's partnership, which have been involved in the initiatives towards the real establishment of the European Year of Intercultural Dialogue 2008.

A strict co-ordination of the four already mentioned Activity Lines, in order to enhance the cohesion of the project, will be assured during the whole dissemination phase and a strong attention will be paid in order to reach all relevant stakeholders in EE in Europe. A direct involvement of the professional world and a strong link with other TN's related fields in order to take advantage of cross-fertilisation opportunities will be always a top priority for the Management of the TREE-diss project. Finally it is proposed that TREE Dissemination will support communication and valorisation activities as well as thematic monitoring of the previous TREE Thematic Network project.

Looking back to the activities of TREE it appears obvious that such a large project needs to demonstrate how practical its actions have been and which are the touchable deliverables produced within its working groups. It seems to us that the only way of demonstrating

¹ The activity of TREE has been developed along four main lines:

The tuning line (new curricula for the two-tier structure of higher education, tools for quality assessment and assurance, accreditation, extension of ECTS);

The education and research line (status and promotion of doctoral studies, role of research activity in EE, value of research oriented project work);

The attractiveness of EE line (for young people, especially women, for extra-EU students, by special initiatives such as joint/double degrees);

The sustainability line (sustain EE institutions by, e.g. developing continuing education, and/or open distant learning opportunities, but also study ways to make valuable tools, identified during the TN, self-sustainable).

efficaciously these aspects is to ensure a wide dissemination of the TREE results, which can be also a tool for a real evaluation.

It was in fact evident, from the very start of the TREE activities that in order to guarantee a real success to the project, the dissemination of its expected outcomes was, not only extremely important, but also a condition sine qua non for a positive conclusion of the Network activities.

Finally must be underlined that, together with the realisation of a series of regional dissemination conferences, the current proposal is aimed at creating a support to concrete working group in the field of Engineering Education in Europe, which have been supported so far from the DG EAC through the Thematic Network action and are now finalising a process towards their full self sustainability.

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Partners:

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- VRIJE UNIVERSITEIT BRUSSELS – BRUSSELS, BE
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- HELSINGIN AMMATTIKORKEAKOULU – HELSINKI, FI

- EVTEK - AMMATTIKORKEAKOULU – ESPOO, FI
- BUREAU NATIONAL DES ELÈVES INGÉNIEURS – PARIS, FR
- BOARD OF EUROPEAN STUDENTS OF TECHNOLOGY – GRENOBLE, FR
- ECOLE NATIONALE DES PONTS ET CHAUSSÉES – MARNE LA VALLEE, FR
- ARISTOTELEIO PANEPISTIMIO THESSALONIKIS – THESSALONIKI, GR
- POLYTECHNIO KRITIS – CHANIA, GR
- BUDAPESTI MŰSZAKI FOISKOLA – BUDAPEST, HU
- MISKOLCI EGYETEM – MISKOLC, HU
- PECSI TUDOMANYEGYETEM, POLLACK MIHALY MUSZAKI KAR – PECS, HU
- NYUGAT-MAGYARORSZAGI EGYETEM, GEOINFORMATIKAI KAR - SZEKESFEHERVAR, HU
- UNIVERSITÀ DI ROMA " LA SAPIENZA" - FACOLTÀ DI INGEGNERIA - IT
- ASSOCIAZIONE PROFESSIONISTI EUROPEI LAUREATI – PISA, IT
- POLITECNICO DI MILANO – MILAN, IT
- UNIVERSITÀ DEGLI STUDI DI GENOVA - FACOLTÀ DI INGEGNERIA – GENOVA, IT
- UNIVERSITÀ DI PALERMO – PALERMO, IT
- POLITECNICO DI TORINO – TORINO, IT
- VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETAS – VILNIUS, LT
- KAUNO TECHNOLOGIJOS UNIVERSITETAS – KAUNAS, LT
- AVANS HOGESCHOOL – 'S-HERTOGENBOSCH, NL
- TECHNISCHE UNIVERSITEIT DELFT – DELFT, NL
- NORGES TEKNISK NATURVITENSKAPELIGE UNIVERSITET (NTNU) – TRONDHEIM, NO
- POLITECHNIKA OPOLSKA – OPOLE, PL
- CENTRUM KSTALCENIA MIEDZYNARODOWEGO POLITECHNIKA LODZKA – LODZ, PL
- UNIVERSIDADE DE AVEIRO – AVEIRO, PT
- UNIVERSIDADE DO MINHO – BRAGA, PT
- UNIVERSITATEA TEHNICA "GH.ASACHI" DIN IASI – IASI, RO
- UNIVERSITATEA "POLITEHNICA" DIN BUCURESTI – BUCHAREST, RO
- UNIVERSITATEA TEHNICA DE CONSTRUCTII BUCURESTI – BUCHAREST, RO
- KUNGLIGA TEKNISKA HOGSKOLAN, KTH – STOCKHOLM, SE
- ZILINSKA UNIVERZITA V ZILINE – ZILINA, SK
- DOGUS UNIVERSITESI – ISTANBUL, TR
- ORTA DOGU TEKNIK UNIVERSITESI – ANKARA, TR
- EGE UNIVERSITESI – IZMIR, TR
- UNIVERSITY OF BIRMINGHAM – BIRMINGHAM, UK
- UNIVERSITY OF ULSTER – NEWTOWNABBEY, UK

Total eligible budget 258,426€
Grant proposed 150,000€

The Archipelago of Humanistic Arts and Sciences: Structuring Interdisciplinary Dialogue

135753-LLP-1-2007-1-IT- ERASMUS-EAM

The Archipelago of Humanistic Arts and Sciences proposes to hold a Conference in Brussels in spring or early summer 2008 on "Structuring Intercultural Dialogue". This theme is understood in the broadest sense: it regards dialogue not only between national, religious, linguistic and ethnic groups, but also between so-called 'hard' sciences and the humanistic area. In both education and research, communication between the sciences is increasingly problematic. An unintended effect of the Bologna process, with its short cycles, is to weaken links between disciplines. The competences formed by humanistic arts and sciences are necessary for employment, citizenship and personal satisfaction. Future scientists, engineers and other professionals, whose actions will deeply influence the world, find ever fewer opportunities to gain humanistic competences. Humanists or social scientists often have even less chance to build an acceptable level of scientific and technical culture. In an LLL perspective, better links disciplines and macro-areas must be established. The Archipelago (formed by the Erasmus Thematic Networks that explicitly place the human being at the centre of their activities [www.archhumannets.net]) constitutes an important forum for the humanities and social sciences. It spreads knowledge about the Networks and their activities, holds events that bring their combined expertise to bear on vital issues for European citizens. It publishes reports, an on-line journal and promotes trans-disciplinary collaboration across and beyond disciplinary borders. The Archipelago constitutes a unique 'Network of Networks', able to mobilise knowledge and insight gained through the collaboration of twenty Thematic Networks involving more than two thousand departments. With this Conference and the resulting publication, it wishes constructively to address a strategic issue, as well as to include in its activities the new LLL Networks, while preparing for 2009, European Year of Education and Culture.

Co-ordinator: ▪ **Università di Pisa, IT**
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Partners:

- VIENNA UNIVERSITY OF TECHNOLOGY – WIEN, AT
- UNIVERSIDAD DE DEUSTO – BILBAO, ES
- UNIVERSIDAD DE ZARAGOZA – ZARAGOZA, ES
- OULUN YLIOPISTO – OULU, FI
- ENHSA – THESSALONIKI, GR
- EURESIS NET - EUROPEAN STUDIES ON RELIGION AND STATE INTERACTION – THESSALONIKI, GR
- EUSW EUROPEAN PLATFORM FOR WORLDWIDE SOCIAL WORK – PARMA, IT
- ASSOCIATION EUROPEËNNE DES CONSERVATOIRES, ACADÉMIES DE MUSIQUE ET MUSIKHOCHSCHULEN (AEC) – UTRECHT, NL

- EUROPEAN NETWORK OF OCCUPATIONAL THERAPY IN HIGHER EDUCATION (ENOTHE) – AMSTERDAM, NL
- THE CONSUMER CITIZENSHIP NETWORK COORDINATED BY THE HOGSKOLEN I HEDMARK – ELVERUM, NO
- AKADEMIA TEATRALNA IM. ALEKSANDRA ZELWEROWICZA – WARSZAWA, PL
- LIVERPOOL HOPE UNIVERSITY – LIVERPOOL, UK
- CHILDREN'S IDENTITY AND CITIZENSHIP IN EUROPE THEMATIC NETWORK – LONDON, UK

Total eligible budget 157,815€
Grant proposed 106,193€

European Interprofessional Education Network for Vocational Training in Health and Social Care

135742-LLP-1-2007-1-UK-ERASMUS-EAM

The primary purpose of this funding application is to promote the objectives and results of EIPEN, a transnational network developed with funding from the Leonardo da Vinci Community Action Programme 2005 to 2007. EIPEN was set up with two purposes: to establish a network in the six partner countries and to promote good practices in interprofessional learning and teaching² in health and social care.. Application is being made to the Erasmus Sectoral programme because all budget holding partners in EIPEN are universities and EIPEN is primarily concerned with tertiary education at undergraduate and postgraduate level leading to vocational and professional qualification in health and social care (including medicine, nursing, allied health professions, public health, social work and all associated courses). The secondary purpose of the application is to enable the transition from a transnational network to a European network with a particular focus for developing quality assurance in interprofessional education in health and social care.

The objectives of the Accompanying Measures Actions are:

- To extend the EIPEN network of 12 partners in six European countries to include partners in two new countries (Ireland and Slovenia) in this application
- To test the results of EIPEN through workshops in the two new partner countries, and in a third country (not partner to current application)
- To further develop the website to include content useful to partner countries
- To target a further 12 EU countries for inclusion in the network
- To extend and evaluate IPE development in Poland and Hungary above and beyond their achievements so far as EIPEN partners
- To commission and publish a research project on quality assuring interprofessional learning and teaching in Alignment with European Quality Assurance Standards, Bologna Process Actions, Copenhagen process and the Helsinki communiqué (December 2006) as well as ENQUA-VET work programmes

The outputs of the Accompanying Measures actions will include paper and electronic publications of European case studies in IPE, and concerning quality assurance, an initial report on the feasibility of producing a European Framework for IPE Standards

Products: research project

Publications: two paper and electronic publications (European IPE Case Studies, Quality Assurance)

Website: development of current website to include resources relevant to publications, website, events, network, new educational developments,

Developmental work in EU Ed policies and developments in IPE (e.g. Tuning Projects, Quality Assurance standards)

The impact of the Accompanying Measures will be:

Health and Social care professionals use the network for resources and inspiration with regard to the Principles and Practice of IPE

Learning organisations become stronger in Health and Social care through improved team working, devolved responsibilities and flattening hierarchies

EIPEN known and respected across more European Member States

Patients and clients ultimately receive better care

² EIPEN uses an established definition of Interprofessional education (IPE): 'opportunities for different professions to learn with from and about each other in order to improve the quality of care' (CAIPE 1997)

Co-ordinator: ▪ **King's College London, UK**
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Partners:

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- OULUN SEUDUN AMMATTIKORKEAKOULU, SOSIAALI-JA TERVEYSALAN YKSIKKÖ – OULU, FI
- SZÉCHENYI ISTVÁN EGYETEM – GYOR, HU
- INSTITUTE OF TECHNOLOGY HIGHER EDUCATION – TRALEE CO. KERRY, IE
- UNIWERSYTET JAGIELLONSKI – KRAKOW, PL
- KAROLINSKA INSTITUTET – STOCKHOLM, SE
- UNIVERZA V LJUBLJANI – LJUBLJANA, SI
- UK CENTRE FOR THE ADVANCEMENT OF INTERPROFESSIONAL EDUCATION (CAIPE) – LONDON, UK

Total eligible budget 199,951€
Grant proposed 149,963€